DOCUMENT RESUME

ED 319 711	SP 032 327
TITLE	Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television.
INSTITUTION	Iowa State Univ. of Science and Technology, Ames. Coll. of Education.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	89
GRANT	G008541035
NOTE	499p.; A 34-page final project report supported by (400) pages of miscellaneous appendixes frequently presents reproducibility problems (e.g., handwritten letters, newspaper clippings, etc.).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Classroom Observation Techniques; *Closed Circuit Television; Educational Technology; Educational Television; Elementary Education; Experiential Learning; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Program Development; *Telecourses
IDENTIFIERS	*Teachers on Television Project

ABSTRACT

Because most teacher preparation institutions have extensive needs for numerous field experiences, the Teachers on Television (TOT) project was first conceived to meet demands for observation opportunities through the use of television technology. The TOT project provided live direct observations via television broadcasts from classrooms located in five central Iowa public school districts. Twenty teachers, grades K-8, participated as broadcast teachers during the 3-year project. The remote control camera is operated by a faculty facilitator who helps to place the unedited observations into the perspective of the classroom proceedings. Begun in 1982, the project was expanded to include 20 classrooms from five school districts. Curriculum in the Department of Elementary Education at Iowa State University has been significantly modified to infuse observation experiences into preservice teacher preparation. A course manual focuses on observation of nine teaching behaviors; students observe TOT during an associated lab course, Strategies Practicum, for examples of these behaviors. A pre- and post-observation interview with each classroom teacher emphasizes teacher diversity and grade level content. (JD)

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Grantee Organization: College of Education
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Grant No. G008541035

Project Dates: Starting Date: September 1, 1985
Ending Date: November 30, 1988
Number of Months: 39

Project Title: Observing Teachers and Students in Diverse Classroom Settings Through the Technology of Television

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Grant Award:

Year 1	$120,256
Year 2	$156,984
Year 3	$185,167
	$462,407

SP032 327

Project Title: Observing Teachers and Students in Diverse Classroom Settings Through the Technology of Television

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EXECUTIVE SUMMARY

A. Project Overview

Funding was provided to implement a three-year project utilizing the technological medium of live television broadcasts from selected public school classrooms to provide a novel mode of contemporaneous observation of a variety of school settings: rural, urban and metropolitan, regular as well as special education. The project was designed to provide observation opportunities of a variety of children, teachers and ethnological settings for large numbers of teacher education students without disrupting the host classroom, nor expending time and money to travel to these divergent settings.

B. Purpose

The objectives of the project were to improve elementary teacher education programs:

1. By teaching preservice teachers observation techniques;
2. By providing observational experiences in rural, urban and metropolitan schools which feature a diversity in student cultural and learning characteristics;
3. By incorporating the project into required courses; and
4. By establishing a network of teacher preparation institutions nationwide for the purpose of exploring the dissemination of TOT.

C. Background and Origins

The need for observation in the preparation of teachers is described by Dewey as early as 1904. The use of direct observation poses problems of disruption and scheduling for the local schools and teacher preparation institutions. The literature indicates that the use of indirect observation via videotapes limits the spontaneity of interaction, limits the focus of the content, and, therefore, the usefulness of the program and also becomes of reduced value over time.

Because most teacher preparation institutions have extensive needs for numerous field experiences, the Teachers On Television (TOT) project was first conceived to meet demands for observation opportunities through the use of television technology. A prototype was developed and a pilot broadcast was first conducted in March, 1982. Results of the pilot suggested the viability of TOT for general infusion into the elementary education curriculum. The project was minimally expanded to include a "facilitator" who's task was to control the camera and interpret the broadcasts for observers. These experiences were examined and used as a basis for the design of the FIPSE-funded project.

D. Project Description

The TOT project uses live microwave television broadcasts which are remotely controlled via telephone from an observation site at ISU. Classrooms are wired to receive a camera mounted on a pedestal with remote pan, zoom and tilt features. The audio is mixed with the video signal which is returned to ISU via 2.0 gHz microwave path. The receiving site at ISU is equipped with multiple telephones to control the system, a control panel, as well as a broadcast camera and mixing equipment to overlay the facilitator's comments onto the classroom signal, and a large screen video projection system.

Broadcasts were produced for 6 hours for 5 consecutive days from each of 8 classrooms a semester. Prior to each broadcast, the participating classroom teacher provided the project with classroom demographics (lesson plans, student work, classroom floor plan, teaching philosophy, etc.) to supplement observation. At the end of each broadcast sequence, a postbroadcast interview with the teacher allowed for discussion of specific teaching events, description of successes, and future classroom plans.

The broadcast is controlled and moderated by a facilitator who interprets the broadcasts, meets with the classroom teachers to discuss goals and objectives and assists to bridge the theory of the university classroom with the practice in the field. Students at ISU are able to observe TOT classrooms on a "drop-in" basis in one of two campus sites. A videotape is available for continuous observation all day at one site.

The project has been disseminated through numerous conference presentations, journal articles, national satellite broadcasts, and promotional videos and mailings to over 300 institutions. The project supported the development of a manual, Observation: Key to Experiential Learning, which has been integrated into an introductory teaching methods course.

Through the support of FIPSE a national network of institutions interested in TOT was achieved. Subscriptions from 7 teacher preparation institutions is providing ongoing support for the project.

E. Project Results

Curriculum Curriculum in the Department of Elementary Education at ISU has been significantly modified to infuse observation experiences into preservice teacher preparation. El Ed 245, completed prior to content area field experiences, has been revised with an emphasis of guiding sophomore level students toward understanding and recognition of research-based effective teaching behaviors. A course manual focuses on observation of 9 teaching behaviors, and students observe TOT during an associated lab course, El Ed 268, Strategies Practicum, for examples of these behaviors. Student reactions and achievement as a result of El Ed 245/268 were measured as part of the evaluation of the project.

Availability of the elementary classroom schedule and lesson plans prior to broadcasts have assisted methods course instructors in content area observation assignments. Project records indicate that 7,865 student TOT observations for 31 different courses were made during the funding period.

Broadcast Content TOT broadcasts during 1985-88 provided preservice students 40 days of live observation (9 a.m.-3 p.m.) from 8 different elementary classrooms each semester. Two TOT observation lab rooms were open to ISU students 9-3 for live observation. Teaching in all disciplines could be observed during each semester. Preservice teachers planned observations based on the posted broadcast class schedule and their observation assignment. A broadcast facilitator operated the camera, provided commentary and responded to observers' questions. A prebroadcast interview and postbroadcast interview with each classroom teacher were added as a regular feature of TOT programming. The interviews served to emphasize teacher diversity and grade level content.

TOT Teachers During the 1985-88 funding period, 20 classroom teachers (K-8) from 5 school districts served as TOT broadcast teachers. Diversity in grade level curriculum materials, teaching style and educational philosophy remain a unique aspect of TOT. Teachers and administrators exhibited overwhelming support for TOT. As well as offering unstaged, unedited, "typical" classroom proceedings, broadcast teachers were involved in participant meetings, campus visitations for seminars, as copresenters at professional meetings, as members of the TOT Advisory Council, and in innovative program segments (e.g., parent-teacher conferences, first day of school). A selected model for TOT broadcast teachers was developed for future use as teachers join the project.

Technical The project has required significant coordination among various university agencies and programs. Technical support from WOI-TV, Media Resources Center, and the Office of Telecommunication combined with college and departmental support to implement and refine TOT programming. Audio and visual components of the broadcasts were enhanced through modifications in camera lens, lapel microphones and transmission protocol. A fiber optics link between the College of Education and WOI-TV allowed higher quality signal. An onsite control booth for mixing facilitator comments with broadcast content preceded Year 3 plans for national dissemination of TOT to potential subscribers.

Evaluation Project evaluation focused on two major components. One area evolved around the ability to communicate the goal of TOT to teacher preparation institutions in need of observation opportunities for preservice teachers. Three hundred teacher preparation institutions have requested information about TOT and 7 institutions currently subscribe to TOT. School board associations and school districts have expressed interest in TOT broadcasts for teacher in-service, suggesting additional future program audiences. In 1987, TOT was honored as one of three national finalists for Distinguished Programs in Teacher Education of the Association of Teacher Educators.

Efforts were also concentrated on evaluation of the impact of TOT on sophomore preservice teachers' attitudes toward the live broadcasts concept as well as impact of TOT on their ability to recognize effective teaching behaviors. Students' free response course evaluation yielded consistently positive response to the value of TOT content, the quality of TOT curriculum materials, and the convenience of the TOT observation model. Data indicate the superiority of observation training in students' ability to recognize and describe the teaching behaviors as well as the superiority of the TOT model in preparing preservice teachers as observers.

Dissemination Project dissemination efforts have resulted in 21 newspaper articles, 42 local, regional and national conference presentations, 7 articles in professional journals, 4 direct mailings to teacher preparation institutions, 3 brochures, 6 satellite uplink demonstrations at professional meetings, and a videotaped project description.

Continuation FIPSE funding supported development of the TOT model, and institutional support has been provided for continuation and to supplement subscriptions. Five days of two-hour, facilitated, live broadcasts from each of eight different classrooms are currently available each semester to ISU preservice teachers and subscribing institutions. A videotape of the live two hours is shown in the ISU observation lab throughout the remainder of each broadcast day. A copy of each two-hour broadcast is sent to subscribing institutions. The viability of videotape service versus satellite uplink of TOT broadcasts is being explored. The Iowa Department of Education has funded two projects involving TOT and other funding is pending.

Project Title: Observing Teachers and Students in Diverse Classroom Settings
Through the Technologoy of Television

PROJECT SUMMARY

The Teachers On Television (TOT) project provided live direct observations via microwave television broadcasts to Iowa State University's (ISU) College of Education. These observations were from classrooms located in five central Iowa public school districts. Twenty different teachers, grades K-8, participated as broadcast teachers during the three-year project. On six occasions the live signal was transmitted to professional conferences and received by teacher preparation institutions nationwide via satellite. During Spring Semester, 1988, 80 hours of TOT were broadcast to potential subscribers and to the following institutional subscribers: University of Rhode Island, Appalachian State University and Western Washington University. Subscriptions of $2,000 per semester increased to six for Fall, 1988. TOT was one of the three finalists for the Distinguished Program in Teacher Education in 1987 (Association of Teacher Educators). A longitudinal evaluation project is underway. Preliminary results are supportive of the Teachers On Television program for early observation experiences.

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Titles of Project Reports/Products:

Book: Observation: Key to Experiential Learning

Articles:

Hoy, M. P. & Merkley, D. J. (1989). "Teachers On Television: Using Satellite Uplink of Live Classroom Proceedings Connecting Elementary Classrooms to Teacher Preparation Institutions." In Proceedings -- Pacific Telecommunications Connectivity: Users, Networks and Information Services. Honolulu, Hawaii. pp. 470-472.

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Brochures: Teachers On Television (3 informational brochures).

Newsletters: FIPSE Teacher Education Projects Newsletters: Vols. 1, 2 & 3.

Videotape: Teachers On Television. (1988). Promotional videotape, 9 minutes.

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PROJECT OVERVIEW

The Teachers on Television Project (TOT) uses live microwave television broadcasts from selected elementary classrooms in central Iowa to enhance the teacher preparation program at Iowa State University. The remotely controlled camera (pan/tilt/zoom) is controlled by a faculty "facilitator" who helps to place the unedited observations into perspective of the classroom proceedings (Appendix A). The project, begun in 1982, was expanded with FIPSE support to include 20 classrooms from five school districts (Appendix B). Satellite broadcasts were disseminated during Spring, 1988, for two hours a day for 80 days to three teacher preparation programs nationwide on a subscription basis (Appendix U). The outcomes of the project include a manual, Observation: Key to Experiential Learning (Appendix D), a program with a national impact and an enhanced teacher preparation program at Iowa State University.

PURPOSE

Problem Addressed

The TOT project was developed to address two significant concerns in teacher education:

1) Can preservice teachers (PSTs) be prepared to become competent observers of teaching and learning environments?
2) Can a large teacher education program located in a small rural area provide a diversity of introductory observation experiences?

Despite a paucity of conclusive research on the effectiveness of preservice experiences, teacher preparation programs are currently being compelled to provide students with additional varieties of clinical and classroom experiences prior to student teaching. The thrust to provide "field-based" experiences for preservice teachers has challenged institutions to provide an appropriate theoretical base to prepare students for applied experiences. The TOT project explored using the medium of live television to form a "bridge" between the theoretical aspects presented in a university classroom with the applied practice observed in the elementary classroom.

For many teacher preparation institutions the ability to provide early observation opportunities is restricted by adequate observation sites for providing a variety of experiences with differing grade levels, ethnic mixes and teaching styles. Teachers on Television (TOT) was designed to address the above issues by examining the viability of using remote observations delivered through the use of technology; by developing course materials which could be used to teach the relationship of theory to practice; and by providing structured observation experiences.

Problem Definition

The issue of the development of PSTs' observation skills was addressed in two ways: materials were developed for use in the teacher preparation courses, and the introductory course in elementary education was restructured. Faculty in the Department of Elementary Education received two in-service experiences (Appendix E) which were planned to enhance their understandings of the use of observation in teacher preparation and to allow for dialogue among professors and TOT broadcast teachers on techniques to infuse TOT into their curricula.

Problem Solutions

At the beginning of the FIPSE funded project the co-directors assumed that all faculty and students would be pleased with the new experience available for their uses. Students were the first to readily accept the use of TOT and the observations of TOT has increased each term since its beginnings (Appendix F). Many students "dropped in" to observe when they had free time. Others enhanced their observations by talking with other participating students to expand their critical observation skills. Students are eager to visit with the TOT when s/he come to campus for a seminar. Students enrolled in the introductory course provide extremely positive evaluations of TOT (Appendix G).

Faculty, on the other hand, have been much slower to adopt the use of TOT. This was examined from several perspectives. University professors are independent. Their courses must meet requirements from the Department of Education, as well as the demands of the University curricula. For them to add "one more thing" is seemingly unreasonable. The process then became one of educating the faculty to infuse TOT into existing goals and objectives. This educational process was accomplished through personal contact by the project co-directors and through faculty in-service activities (Appendix E). Dr.Thomas Good, University of Missouri, presented an in-service program which was well received by the faculty. A second faculty in-service session the following term created the opportunity for sharing among the university professors and the TOT broadcast teachers. Time to discuss university course content and its relationship to the elementary curriculum that would be observed was useful for both the university faculty and the collaborating elementary teachers. The need for this ongoing dialogue is an important realization that has developed from the project. Although the university "facilitator" located in the observation room has the responsibility to provide the bridge between the university faculty and the broadcast content, additional dialogue enhanced faculty understanding.

The need for faculty in-service has also become apparent in communication with the subscribing institutions. The use of TOT has been embraced most often by departmental or college administrators and the subscription confirmed without sufficient dialogue with their faculty. Faculty are then presented at the beginning of a term with a new resource (TOT) that they do not appreciate and did not specifically request. This FIPSE project was not funded to provide for in-service activities for subscribers, so was unable to meet this need. A project newly funded by the Iowa Department of Education will provide subscription waivers for one semester of TOT broadcasts to five Iowa teacher preparation programs and in-service to prepare faculty to use the new resource in their courses. It is anticipated that the in-service component will provide a model protocol for future TOT subscribers and an opportunity for others to benefit from experiences utilizing TOT at ISU.

Instruction in observation techniques was infused into the El Ed 245 course, Strategies in Teaching (Appendix H). A manual, Observation: Key to Experiential Learning (Appendix D) was written to provide students with a theory base prior to their observations of real teachers using effective teaching strategies. By using focused observations, students prepared through TOT were able to describe their observations more thoroughly than non-TOT students and were able to recognize effective teaching behaviors more frequently than non-TOT students (see p. 22).

A need for interviews of the TOT broadcast teachers (both pre- and postbroadcast) was recognized. Interviews were added to the broadcast sequence for the purpose of presenting teacher philosophies, techniques and classroom content prior to observations and then, in retrospect, to examine specific occurrences, and to explore options that the teacher might have employed. These interviews have become an important component of TOT.

The second objective of TOT was to provide for diverse observation experiences. Iowa State University (ISU) is located in a relatively small community in central Iowa. The number of available public school classrooms does not meet the demands for student teaching, early practica experiences and for observational opportunities for the 1,000 undergraduate elementary education students. Also of concern to the project co-directors in preparing the original grant was the lack of cultural diversity evident in the local schools. The FIPSE/TOT project was designed to provide for a variety of observational opportunities by obtaining broadcast classrooms from rural, suburban and metropolitan settings at a variety of grade levels. The project was most successful in obtaining the active support and encouragement from administrators in five central Iowa school districts: Ames, Des Moines, United Community, Roland-Story, and Nevada schools. United Community is a rural school with 300 students K-12 while Des Moines has an enrollment of over 30,000 students K-12 (Appendix B).

It was extremely important at the beginning of the project to obtain sites in a variety of settings. An early reminder, however, was that good teaching is not dependent upon the site. It was difficult to ascertain whether a broadcast was from a rural or metropolitan site based upon the materials or teaching techniques. During the growth of the project, this diversity became less important, while the diversity of teaching styles, strategies and the instructional content became more important.

Administrative Concerns

The TOT project has enjoyed a positive relationship with both teachers and administrators in the public schools. This is paramount to any collaborative endeavor. In the beginning, TOT was perceived as a one-way project: the schools were providing observational experiences to the university with minimal opportunities to compensate for those valuable services. As the project has matured true collaboration evolved. Broadcast teachers and faculty to worked together on research projects, curriculum revision, national presentations, and teacher in-service experiences to the benefit of all. Teachers were provided with the manual, Observation: Key to Experiential Learning, were invited to participate in campus classes and to attend conferences. Many of the teachers have enjoyed statewide publicity and recognition of their professional teaching stature. As a result, the participating classroom teachers have realized a significant personal and professional growth because of their involvement in TOT.

A common question regarding this collaboration is raised in reference to the position of teachers' unions. This has not been an issue in the five schools that participate in TOT. It is recognized that it may become an issue in the future as changes are made in TOT. But, during the developmental stages, the project has enjoyed a most professional, collegial relationship with the public schools.

BACKGROUND AND ORIGINS

Pilot Project

A pilot project begun in March, 1982, was funded by the College of Education to determine the feasibility of providing a "window on a classroom". Prior to the pilot broadcasts, the Dean of the College of Education had queried his Advisory Council regarding the willingness of teachers to allow the technical intrusion in their classroom and their interest in participating in such a project. Teachers and administrators were unanimous in their support for the TOT concept.

The pilot site, Gertrude Fellows Elementary School in Ames, Iowa, located 1.5 miles from ISU, was selected. A second grade teacher, Mrs. Nancy Frazier, volunteered to serve as the first "Teacher on Television". The classroom was wired for microwave broadcast using a 23 gHz transmitter. A fixed camera was mounted on a tripod and positioned in a high use area in the classroom. A single microphone was suspended from the ceiling. The signal was sent to the College of Education receiving site for viewing during several hours over a two-day period. The faculty in the Department of Elementary Education were encouraged to examine the broadcasts for future application in college courses.

The results of student and faculty evaluations were mixed. Students noted the inability to control the camera and focus on a particular student or activity. Faculty were reticent to express an endorsement of the concept. Many of the technical problems were reduced or eliminated so that, in 1983, a series of broadcasts were made for 20 consecutive days from Mrs. Frazier's classroom. This second phase of the pilot demonstrated several weaknesses in the system. The need for a bridge between the unfolding classroom activities and teacher and the observation requirements of the PSTs was noted. Although the camera was remotely controlled, PSTs were reluctant to change the camera settings. These combined concerns led to the funding of a university Instructional Development Grant to hire a "facilitator" on an hourly basis to control the camera and interpret the classroom proceedings during the 1984-85 academic year. It became apparent during the 1984-85 school year that one "teacher on television" for 20 consecutive days was not adequately tapping the many rich observational experiences that the technology could provide. This need, became the impetus for the development of the current FIPSE project.

Organizational Aspects

TOT was originally administered through the Dean's Office. A professor of Secondary Education and head of the Instructional Resources Center, Dr. Roger Volker, along with the assistant engineer from WOI-TV (a university-owned commercial station) designed the prototype used in the pilot demonstration. Equipment and links were put together with a variety of existing materials and equipment.

After the pilot broadcasts Dr. Mary Hoy (FIPSE co-director) was given the responsibility of exploring alternative uses of TOT and coordination of expansion efforts. A committee was formed to assist in this task. The committee of three elementary education professors (Drs. Donna Merkley and Mary Hoy, FIPSE co-directors, and Marilyn Petersen) explored the programmatic implications for the uses of TOT. They wrote an Instruction Improvement Grant which funded a facilitator for one year. They also wrote a FIPSE preproposal (Appendix I). After several committee attempts at writing proposals, Drs. Hoy and Merkley collaborated on the 1985-88 FIPSE proposal with responsibilities defined in the original application.

College administration of grant activities occurs through the Research Institute for Studies in Education (RISE). The administration of the grant was originally assumed by the co-directors under the guidance of a RISE steering committee. After one year, this committee transferred the responsibility to the co-directors.

The project involved complicated administrative procedures. The numerous autonomous organizations involved in the project have necessitated a well-developed communication system. Within the College of Education, the Department of Elementary Education, the Instructional Resources Center, the Research Institute for Studies in Education (RISE), the office of Student Services, and the Dean's Office are all involved in various aspects of the project. Within the University, the WOI-TV, the physical plant, the PREPS--Funding Information and Consultation Office, the Media Resources Center (MRC), and central administrators are involved in certain technical aspects of the project. The individual Boards of Education, superintendents, principals, and teachers of each participating school must be fully apprised and give consent to various aspects of the project. Finally, parents of participating elementary students must give their written consent for participation. The organizational chart for this project and project directory (Appendix B) provide information on the extensiveness of the various participants in the project.

It is apparent from the preceeding descriptions that initial decisions could not be made unilaterally, but rather all concerned were involved in a negotiation process. As a result, certain compromises were made that impacted upon the program. For example, broadcast teachers were selected jointly by the school district and ISU. The project co-directors provided a set of criteria which they felt met the needs of the project, and the school administrators selected the school and teachers based upon the presented criteria. All decisions regarding broadcasts were subject to technical constraints such as interference with microwave signal, physical aspects of the classroom and the building, time of day concerns, and availability of microwave routes.

Two organizational aspects that changed during the course of the project impacted upon the financial management of the project. The first impact came from a university-wide change in telephone service. At the time the proposal was written, the cost of a long-distance telephone call to Des Moines was $0.50. This was not based upon length of call, so the budget was prepared based upon a $0.50/day for telephone service. Less than six months into the project a new service changed the rates. Average long distance rates were $10.00/ hour! Consequently, project costs rose from $0.50 to $60.00 per day!!

A second change that has impacted upon TOT is the organizational restructuring of WOI-TV which has become separate in management from the University and has a mandate from the Board of Regents to become a "for-profit" enterprise. During the early years of TOT, WOI-TV was dedicated to providing service at minimal cost. The charges for all aspects (service, microwave transmission, satellite transmission and other activities) is now negotiated as with private vendors. This has increased the cost of the technical support significantly from the pilot broadcasts.

Over the course of the three year project, technical support and advice has come from several sources: the Instructional Resources Center (IRC), WOI-TV and the Media Resources Center (MRC). In an effort to streamline the decision-making processes and to facilitate communication, the MRC has been named the principal coordinator of technical services.

PROJECT DESCRIPTION

During the first year of the project efforts were directed towards the development of the manual, Observation: Key to Experiential Learning, (Appendix D) and the modifications in the introductory elementary education course, El Ed 245.

Additionally, efforts were directed towards the expansion of TOT from one classroom to a number of sites in a variety of locations.

Students were directly involved in the design of the course and the development and implementation of the new course materials. Student reactions, for example, were instrumental in the addition of a one semester hour laboratory experience (TOT) to enhance the classroom lectures.

A key assumption made by project co-directors and college administrators was that all faculty would be eager to make use of the TOT resource. It became readily apparent that most professors did not have the necessary time or resources to integrate TOT into their coursework without assistance. A special faculty in-service session was designed to meet the needs of the faculty. Additionally, each faculty member was interviewed during the first year of the project to ascertain the specific needs of their content areas which TOT might address. Information acquired in this manner throughout the project led to the design of a project funded by the Iowa Department of Education to cooperatively plan math and science instruction using TOT broadcast teachers and ISU faculty. This merging of theory and practice in two areas of great national concern should have a positive impact upon preservice teachers observing TOT.

Once the functional aspects of an expanded TOT (more classrooms from diverse settings on a rotational schedule) and the technical enhancements (acoustical materials, wireless microphones, lighting, etc) were addressed, the project concentrated on a variety of dissemination activities. Co-directors made presentations at most major organizational conferences during the three years of the project (Appendix J). Several manuscripts were prepared for publication in the professional journals (Appendix K). The popular media, radio, television, and newspapers provided extensive local, regional and national dissemination (Appendix L). Through these efforts a mailing list of over 300 interested individuals and institutions was created (Appendix M). These institutions have become the basis of ongoing dissemination and recruitment activities.

During the third year of the project the emphasis was on the development of a national consortium of universities. Through the efforts of the Midwest Holmes Group, American Association of Teacher Education (AACTE), Association of Teacher Educators (ATE), and other organizations, interested members were contacted. With the assistance of the ISU Research Foundation (ISURF), daily national satellite broadcasts were uplinked for 40 days during Spring, 1988 (Appendix C). Three institutions subscribed to receive the full semester of the broadcasts (Appendix U). Numerous others observed during uplink to conference sites in order to examine the viability of TOT for their teacher preparation programs.

The ISURF also produced a 9-minute videotape which described the TOT project for interested subscribers. These efforts, along with numerous personal and telephone contacts, succeeded in increasing the subscription rate to seven institutions for Spring, 1989. The delivery of the broadcasts has been changed to videotapes due to the extensive cost of satellite broadcasts.

The marketing activities of TOT have been the most troublesome aspect of the project. Although the efforts and the successes are far in excess of those proposed at the beginning of the project, the efforts have yet to succeed in making the project totally self-sufficient. The fundamental question which was not addressed in the project, but which has emerged is, "How does one institution of teacher education market a service to another institution?" The issues that are involved include: university curricula, faculty, copyright law, teacher rights, accountability, cost, jurisdiction, administration, and others. Typically, problems centered on who should be contacted at an interested institution. If a faculty person is the contact, that individual must convince colleagues and administrators that TOT is necessary for program enhancement. If the contact person is an administrator, then his/her faculty must be informed and convinced. It is a lengthy process with many frustrations. A solution which could be explored would be for both faculty and administration to attend a session or in-service activity demonstrating the use of TOT for early observational experiences. This, however, is costly in terms of time and actual dollars.

The major deviation in the project was to go beyond the "consortium" goal towards one of a subscription basis for TOT. The apparent demand from the field led us to believe that the project could be maintained through subscriptions. This is yet to be determined. At least 40 institutions are needed to support such an activity. At this writing, 18% of that goal has been reached.

The concept of LIVE unedited broadcasts has also come under review. Due to varying time zones, many potential receiving institutions would need to videotape the broadcasts for delayed presentation. The question then becomes one of economics--Is it less expensive to produce videotapes and mail them to subscribers or put the signal on satellite for institutional reception? Subscribers are also requesting that some form of indexing be developed to accompany the tapes they receive. While extremely useful, this is an additional step which increases the cost of the broadcast.

PROJECT RESULTS

Institutional and Technical Coordination

Project coordination with the Department of Elementary Education and with the College of Education was enhanced through formation of a TOT Steering Committee (Appendix N). A TOT Advisory Council (Appendix N), consisting of individuals whose talents adequately reflect the expertise defined in the original proposal, met annually to review project guidelines and to examine needs and/or revisions. These communication efforts proved valuable in expediting project goals and in enhancing understanding of the project among all participants. Support for the project from many areas across the University has been realized.

The project's innovative application of technology in teacher preparation faced dual challenges of attempting to transmit broadcasts of natural classroom proceedings with high audio and visual quality while not disrupting the children's learning environment. Broadcast quality from each site was reviewed with technical staff from WOI-TV and MRC, and field tests were conducted prior to broadcast from each site to assure quality of transmission.

Coordination and college support has been most evident in the technical support provided to the project from ISU's WOI-TV and Media Resources Center (MRC) personnel. Implementation advice and technical expertise were provided by these two university agencies on all aspects of the leasing, installing, broadcasting, scheduling, as well as operational monitoring of the quality of the broadcasts. The use of a battery pack lapel microphone by broadcast teachers improved observers' ability to hear teachers in small group or in one-on-one teaching situations. Acoustical flooring and window treatments were suggested for four of the broadcast classrooms. Careful coordination with the campus and school districts' telephone communications system virtually eliminated the threat of transmission interruption.

Evaluation of broadcasts from all sites took place at the end of each year. Excellent broadcast signals continued to be projected from sites with one exception. Sun position during late November tended to distort microwave video transmission from one Ames school site. Broadcast scheduling avoided telecasting from Ames classrooms during late November. Area audio interference appeared at two sites during the second and third years of the project. Advice from technical support personnel resulted in discontinuance of TOT broadcasts from classrooms in Douglas Elementary in Des Moines and Northwood Elementary in Ames.

A telephone in the ISU observation classroom phone was continually monitored by project staff during broadcast hours to receive calls from the broadcast teacher if a concern should arise. A phone call to the teacher from project staff after the day of broadcast served to summarize program audio and visual quality as well as to communicate any requests. WOI-TV and MRC have continued to work with Teachers On Television during the transition to institutionalization by providing technical support and production services.

Personnel

Personnel hired for the grant possessed skills which exceeded the originally defined criteria. The project secretary exhibited outstanding accuracy and efficiency through maintenance of careful records, files and correspondence as well as careful enforcement of college policy and procedures and funding agency policy procedures.

The broadcast facilitator received very positive evaluation from faculty, student observers and TOT teachers (Appendix G). She assisted the project co-directors in informing faculty of upcoming classroom lessons that would serve to reinforce methods' course concepts. The facilitator's knowledge of the broadcast teachers' styles, philosophies and curriculum allowed her to present timely, informed commentary during classroom proceedings as well as to respond to observers' specific questions. Broadcast teachers, upon reviewing videotapes of their broadcast sequences, were very positive about the facilitator's comments designed to assist observers in their interpretations of classroom proceedings. The facilitator met with participating teachers twice prior to a 5-day broadcast sequence and contacted them during the broadcast period to determine lesson plans, general information and response to specific questions generated by ISU preservice teachers. A telephone, installed at each broadcast site, facilitated communication directly with the classroom teacher and TOT project personnel.

The project secured and maintained observation sites from regular and special education classrooms first through eighth grade from rural, urban and metropolitan areas. The information in Appendix B (Basic Data Sheets for Participating Teachers) documents the background of the teachers associated with the project.

All the participating teachers remain extremely positive about the project and eager to maintain involvement (Appendix T). A teacher participant, Mrs. Sharon Lee (Des Moines), offered to arrange for broadcast of three parent-teacher conferences. Sixty-five ISU students at three ISU campus sites viewed and discussed conferencing techniques during this broadcast. Another teacher participant, Mrs. Pat Sievers (Des Moines), agreed to broadcast the first week of school, enabling PSTs to observe how an experienced teacher greeted children, set rules and created the initial positive learning experience. Mrs. Sievers was also the first TOT broadcast teacher to be viewed nationwide via satellite.

Project Co-Directors were able to complete all of the objectives defined in the original proposal. Dr. Merkley assumed responsibility for integration of TOT and the observation curriculum into the sophomore-level required course, El Ed 245: Strategies in Teaching. Dr. Hoy assumed major responsibility for project dissemination and university-wide coordination. During Year 2 of the project, she was named to a half-time position as Assistant Dean in the College of Education. This position proved to be a valuable companion to the project co-directorship.

Schools

The cooperation and enthusiasm of the participating school districts has exceeded expectations. Prior to implementation, project co-directors met with administrators from each school district to describe the project, the observation program needs and projected timeline. Emphasis was placed on identifying classroom teachers with teaching skills who would be interested in project participation. For purposes of this project, exemplary teaching skills included, but were not limited to the ability to: create a positive classroom environment conducive to learning; utilize appropriate teaching resources and instructional sequence; display well-developed communication skills including questioning techniques; and display effective management techniques. The project has been able to easily secure high quality teachers who are eager to participate. A selected model for TOT broadcast teachers was developed for future use as teachers join the project (Appendix O).

The personnel of each school have been extremely cooperative in providing access for wiring, copies of curriculum materials and descriptive material about the district. In addition, teachers and administrators have secured 100% parental permission for children's participation in the project.

A regular meeting each semester with school district participants was held to discuss project concerns. Invitations to parents of children in broadcast classrooms resulted in numerous parental visits to the ISU observation center. Videotapes of their classroom broadcasts have been used by individual teachers during school open house and parent-teacher conferences.

Each of the five cooperating school districts remains dedicated to the project (Appendix T). The teachers continue to be supportive of TOT and volunteer to provide extra experiences. They continue to actively work with the project co-directors to make the telecasts and observation manual valuable experiences for preservice teachers.

Curriculum

Curriculum in the Department of Elementary Education has been significantly enhanced by the project. A manual, Observation: Key to Experiential Learning (Appendix D), was developed in 1985 to prepare students for TOT observations as part of an existing junior level course, Strategies in Teaching.

The manual and TOT observations were piloted in one section (N=61) of the four-section-course during Spring 1986 in the following manner:

1) Purposes of observation in education and the theoretical base for the module components were presented in a large class setting (N=61), with practice observation for each module component via videotaped segments already existing in the departmental library.
2) Assigned readings from the textbook and TOT observation materials supplemented the theory presented in the large class setting.
3) The TOT broadcasts then served as a practicum or lab to apply observation learnings. The instructor coordinated observation assignments with the TOT facilitator. The facilitator was therefore able to reinforce, as the students observed, those concepts presented and practiced in class.
4) Since class size of 61 is less conducive to discussion, small group recitations (N=10) were implemented on a trial basis for students in order to provide opportunity for discussion of the TOT observations. This approach appeared to be a significant and positive bridge between the whole class meeting and individual observation.

Formative evaluation served as the basis for manual revision and recommendation for infusion of TOT and TOT observation requirements throughout the El Ed preparation program. As a result, Strategies in Teaching, was moved to the sophomore level as a required first course (El Ed 245) in the methods series. An accompanying lab, Strategies Practicum (El Ed 268), was created in order to introduce the students, via TOT, to the techniques of observation (Appendix H). Enrollment in any section of El Ed 245/268 is limited to 30 students.

During Year 2, in-service by Dr. Tom Good, University of Missouri, for the Elementary Education faculty and TOT broadcast teachers and administrators concentrated on development of observation requirements for teacher preparation courses. During this in-service, evaluation of the TOT observation materials and their integration into the curriculum as well as dialogue with the Elementary Education faculty in the development of observation instruments for individual courses took place. This facilitated infusion of TOT-related requirements throughout the elementary education teacher preparation program at ISU. This was a unique opportunity for professional development of ISU El Ed faculty involved in teacher preparation as well as an occasion to further coordinate curricular components. Having the TOT teachers at this in-service session allowed the opportunity for further university/school collaboration with a focus on teacher preparation for elementary school curriculum implementation.

As a result of Years 1 and 2, the observation manual was modified considerably and made available to other educators. Objectives and observation forms in the manual were revised to enhance clarity and useability. A synthesis of the related research for each topic provided undergraduate students with current relevant instructional materials.

Dissemination

The following efforts were directed to inform the general public and educational professionals concerning the TOT project goals and accomplishments: 21 newspaper articles, 3 newsletters, 42 local, regional and national conferences presentations, 5 articles in professional journals, 4 direct mailings to teacher preparation institutions, 3 brochures, 6 satellite uplink demonstrations at professional meetings, and a videotaped project description (Appendices J-L, P-R).

As described in the original proposal, regional demonstrations occurred in each of the four quadrants of the United States (San Francisco, California; New Orleans, Louisiana; Washington, D.C.; Spokane, Washington; Atlanta, Georgia; Houston, Texas). Featured in conjunction with professional meetings these uplink demonstrations focused on at least one consumer representative such as teacher education faculty, preservice teachers, public school teachers and/or employers of ISU graduates and proved to be a positive dissemination strategy.

National recognition of the project was realized in 1987 when Teachers On Television was named as a finalist for the Distinguished Program in Teacher Education award by the Association of Teacher Educators (ATE) (Appendix S). This provided validation and credibility to the TOT concept of alternative observation opportunities in teacher preparation.

Throughout the duration of this project the co-directors have been supported by the FIPSE project officer. Encouragement to create a Teacher Education Interest Group among the FIPSE project directors resulted in a FIPSE Teacher Education Project Newsletter which was developed and edited by this project (Appendix P), with three volumes disseminated during the FIPSE funding period. The purpose of the newsletter was to provide a vehicle for those project directors involved in teacher education to discuss current topics of interest and to share the successes and concerns of their projects.

Due to difficulty in coordinating meeting dates, the plans to sponsor a Teacher Education Cluster meeting during Year 3 were revised. The cluster meeting originally planned for June 6-9, 1988 was rescheduled to coordinate with the FIPSE directors meeting in October 1988.

Project Continuation

Teachers On Television remains an integral component of the elementary education teacher preparation program at ISU. Broadcast modifications have been made in order to accommodate a subscription concept as well as to accommodate local personnel and curriculum utilization. Currently, broadcasts originate from 8 different classrooms (grades 1-8) each semester (Appendix C). Each participating teacher broadcasts 2 hours a day (9-11 a.m., CST) for a 5-day sequence. A videotape of each 2-hour broadcast including facilitator's comments is replayed in the observation lab at ISU (11-1, 1-3) for preservice teachers.

Participating classroom teachers meet with the facilitator and project co-directors to plan global aspects of broadcast content so that preservice teachers have the opportunity to observe all elementary curricular areas.

A preobservation interview with the broadcast teacher prior to that teacher's broadcast week has become an added feature. Teaching philosophy, curriculum information, general student information, and a tour of the classroom is obtained during a taped interview in the teacher's room. Preobservation viewing of this tape provides preservice teachers with an overview and teacher introduction, thus heightening motivation and readiness for observation.

In addition, a postobservation interview in the room at the end of the 5-day broadcast allows the classroom teacher to review the week of instruction, to highlight the positive lesson sequences, to suggest rationale for various approaches and to respond to questions from observers.

During the FIPSE funding phase, ISU financed major facets of the project. For example, stipends for participating schools and teachers, as well as substitute salaries for broadcast teachers visiting the ISU campus, and support for microwave broadcast (Des Moines/Alleman link) were provided by ISU. MRC has planned and installed a control site in Lagomarcino Hall as well as assisted in hiring and training technicians to mix facilitator commentary with classroom proceedings. Videotape duplication and arrangements for all tape delivery to subscribing institutions are both handled by MRC. Uplink costs during Spring Semester 1988 were provided by the ISU Research Foundation (ISURF). Since Fall, 1988, ISU has assumed all the costs of Teachers On Television. The ISURF supports secretarial time, marketing endeavors, technicians' time, and the cost of copying and sending videotapes of TOT broadcasts to subscribing institutions. TOT has the support of the Department and College administrators as well as the support of WOI-TV and MRC administrators and university administrators.

Continuation and Extension

A secondary level component of Teachers On Television is of great interest to other teacher preparation institutions. Coordination with ISU secondary education faculty continues in order to incorporate TOT observations by students in secondary education teacher preparation.

As a result of dissemination efforts, organizations such as the Illinois Public Broadcasting Network and the Missouri School Board Association have expressed interest in the use of TOT for teacher in-service. Negotiations with the Missouri School Board Association are currently underway and TOT for teacher in-service has become a major proposal thrust.

International programming of TOT remains a viable avenue for expansion. Dissemination efforts have generated contact from Hitachi Corporation and a recent presentation by Dr. Hoy at the Pacific Telecommunications Conference indicated that the Pacific region of the United States shows promise for TOT expansion.

Evaluation of Purpose

Objective 1: To improve elementary teacher education programs by teaching preservice teachers observation techniques.

Student reactions to TOT and observation achievement as a result of TOT have been measured throughout the project. Evaluation efforts have focused primarily on sophomore level PSTs since an emphasis of the project was on providing diverse observation experiences early in the preparation program. Students are overwhelmingly enthusiastic and complimentary about the TOT experiences. On free response course evaluations (El Ed 245/268) students consistently name TOT as an outstanding feature of the course (Appendix G).

Student achievement as a result of the TOT experience has likewise been monitored. Initial evaluation efforts indicated that when compared to students who had not received observation instruction using TOT, the experimental group (used TOT with observation instruction) demonstrated a far superior command of the appropriate vocabulary than did the control group, demonstrating the ability of preservice teachers to recognize and appropriately label observable teaching behaviors (Appendix K).

More specific evaluation revealed, through data on student performance, that observation training improves preservice teachers' ability to describe, with examples, selected teaching behaviors during instruction. Sophomore-level students trained in observation were significantly more thorough and more precise in their description of motivation techniques and lesson implementation than were students who only read and discussed (Appendix K).

An effort was made to measure students achievement with TOT as compared to other media for observation. A study was designed to investigate the effects of three different delivery systems (interactive video, Teachers On Television, and group discussion) on sophomore PSTs' knowledge of teaching behaviors and ability to observe and describe teaching behaviors. Results indicate that students who participated in TOT scored significantly higher on a posttest of knowledge of specific teacher behaviors than subjects from the other treatment groups. TOT students were significantly more accurate in their ability to extract and describe teacher behaviors than could students from the other two groups (Appendix K).

Objective 2. To improve elementary education programs by providing observational experiences in rural, urban and metropolitan schools which feature a diversity in student cultural and learning characteristics.

Strong technical support from MRC and WOI-TV has allowed TOT observational programming from classrooms in rural, urban and metropolitan schools. During each semester of FIPSE funding, TOT offered preservice teachers 80+ hours of observation of different grade levels (K-8).

Objective 3. To improve elementary education programs by incorporating the project into required courses.

Careful records of students observing via TOT have been maintained in order to evaluate the extent of use. Over the three years of the project, TOT provided observation opportunities for 7,865 ISU students from 31 different classes. In addition, numerous parents of broadcast children and campus visitors observed the classroom proceedings (Appendix F).

	Number of Student Observers	Number of Courses	Visitors and Parents
1985-86	2,004	20	72
1986-87	2,940	16	187
1987-88	2,921	18	204

Objective 4. To improve elementary teacher education programs by establishing a network of teacher preparation institution nationwide for the purpose of exploring the dissemination of TOT.

The program was subject to rigorous evaluation when submitted to the Association of Teacher Educators in 1987 for national competition in the Distinguished Program in Teacher Education. Teachers On Television was named one of three finalists, recognized by peer review as a unique model within teacher preparation. Coordinated dissemination effort, focusing on preservice teacher preparation programs, is viewed as successful as measured by the response from the profession. Requests for information from 300 teacher preparation institutions emphasize the great interest which this project has generated within the profession (Appendix T).

A network of 7 teacher preparation institutions currently utilize TOT broadcasts as a regular part of their preservice teacher preparation program. Satellite uplink of TOT programming to subscribing_institutions continues to be pursued, but 2-day delivery of videotapes of the broadcast is an acceptable alternative. Subscribing institutions remain very supportive of TOT infusion in their curriculum (Appendix U).

SUMMARY AND CONCLUSIONS OF THE ORIGINAL PROJECT OBJECTIVES

Objective 1. This project will develop and implement an observation module: "Observation: Key to Experiential Learning."

The observation module Observation: Key to Experiential Learning has been developed, revised and integrated into coursework in the Elementary Education Department at Iowa State University (Appendices D & H). A sophomore level teaching methods course, El Ed 245, Strategies in Teaching, and its corresponding observation lab, El Ed 268, Strategies Practicum, have been extensively revised to integrate the module. Many additional elementary education courses have integrated TOT into class work and discussion with positive feedback. In addition, the manual is available for use by other teacher preparation institutions, including subscribers to TOT.

Objective 2. This project will help prepare preservice teachers for a variety of positions in rural, urban and metropolitan areas which are composed of students with a variety of ethnic, socioeconomic, and learning characteristics.

The project secured and maintained observation sites from regular and special education classrooms kindergarten through eighth grade from rural, urban and metropolitan areas during the FIPSE funding period (Appendix B). In addition, PSTs were able to observe additional unique segments of TOT broadcasts. Special arrangements with broadcast teachers allowed for observation of three parent-teacher conferences and observation of the first week of school activities which enabled PSTs to observe how an experienced teacher greeted children, set rules and created the initial positive learning experience.

Postbroadcast interviews with the broadcast teachers have given students the opportunity to gain insights into the many and varied teaching philosophies and styles of the individual participating broadcast teachers as well as a retrospective view of the week's activities.

Results from several studies of TOT measured students reactions, achievements and positive benefits from the observation experiences. Data on student performance indicated that observation training improves preservice teachers' ability to describe, with examples, selected teaching behaviors during instruction. Sophomore-level students trained in observation were significantly more thorough and more precise in their description of motivation techniques and lesson implementation than were students who only read and discussed (Appendix K).

Objective 3. To establish private sources of ongoing funding which will enhance the institutionalization of the project.

The project co-directors have worked to institutionalize Teachers On Television project. Numerous preproposals and proposals have been submitted to external funding agencies (Appendix I) in addition to personal contacts and presentations of the project. A 9-minute promotional videotape and three TOT brochures were developed during the funding period to facilitate this process as well as six national satellite uplinks to enable potential subscribers to view the actual broadcasts. In addition, interest in the in-service aspect of the project has lead to the potential of additional subscribers such as school board associations and school districts. The possibility of international expansion of the project is another aspect of TOT which has evolved through dissemination of the project.

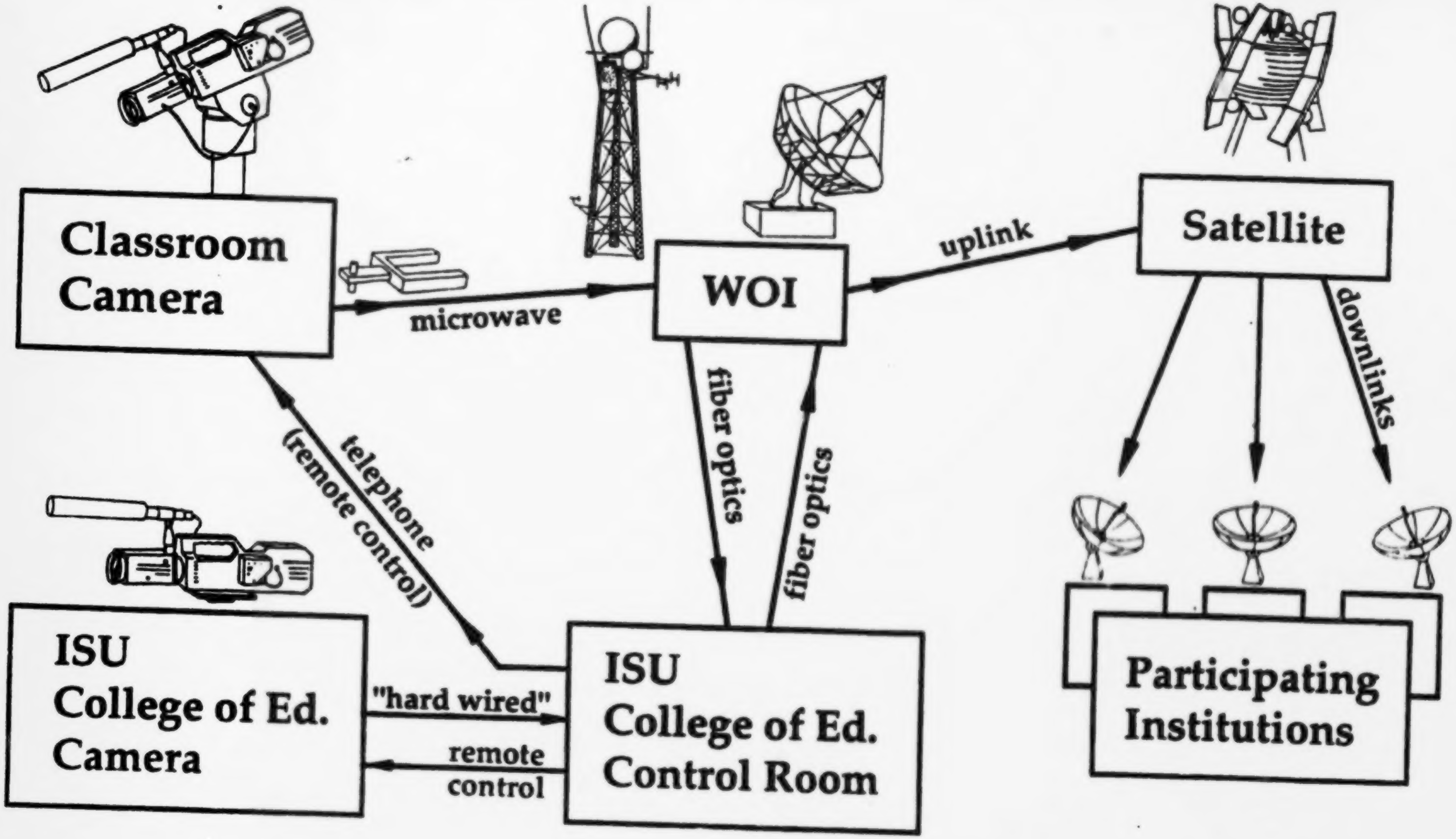
Objective 4. To create a consortium of teacher education institutions interested in receiving and telecasting classroom broadcasts.

Subscription costs were determined and appropriate dissemination materials were prepared, printed and distributed to interested teacher education institutions. As a result of this process, 7 teacher education institutions currently subscribe to TOT (Appendix U). Additionally, the Midwest Holmes Group has requested TOT information for further review.

We are satisfied that each of the project's objectives were met in a timely fashion and the results in each case exceeded that proposed. The project has been a significant activity in the College of Education as well as at Iowa State University. In addition, it has impacted on at least 9 other teacher preparation institutions across the nation during the FIPSE funding period (Appendix U). While innovation is often difficult to integrate this project has been successful.

APPENDIX A. TEACHERS ON TELEVISION TECHNOLOGY

The Technology



Classroom Camera

microwave

WOI

uplink

Satellite

downlinks

fiber optics

fiber optics

telephone (remote control)

ISU College of Ed. Camera

"hard wired"

remote control

ISU College of Ed. Control Room

Participating Institutions

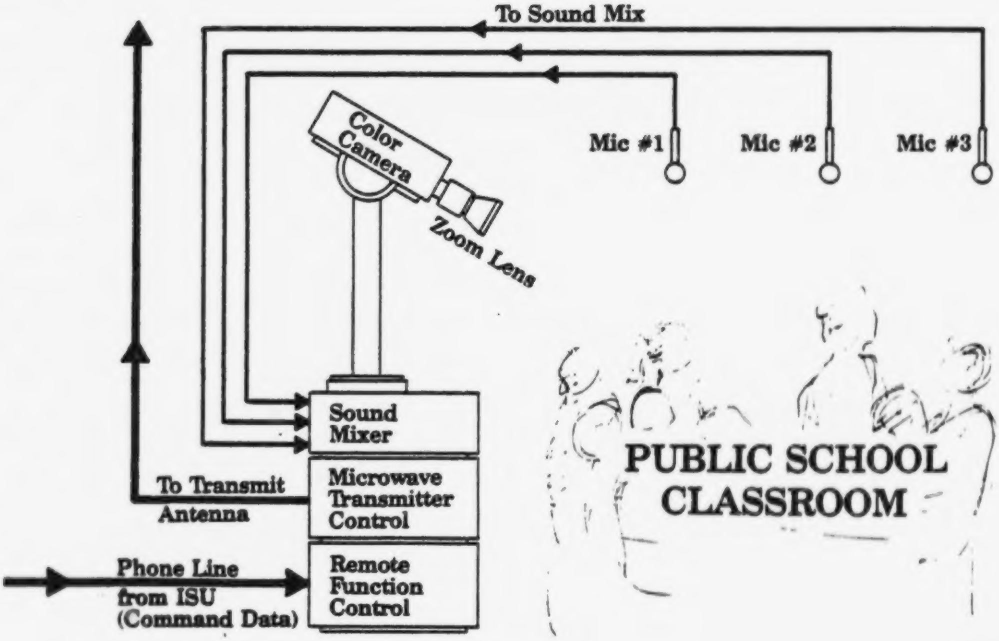

To Sound Mix
Color Camera
Zoom Lens
Mic #1
Mic #2
Mic #3
Sound Mixer
Microwave Transmitter Control
Remote Function Control
To Transmit Antenna
Phone Line from ISU (Command Data)
PUBLIC SCHOOL CLASSROOM

Figure 1. Broadcast classroom

APPENDIX B. FIPSE/TOT DIRECTORIES, ORGANIZATIONAL CHART AND BROADCAST TEACHERS BASIC DATA SHEETS

FIPSE/TOT Directory
1988

Project Co-Directors

Dr. Mary P. Hoy
E265 Lagomarcino
Iowa State University
Ames, IA 50011
294-7003/1915

Dr. Donna J. Merkley
N105 Lagomarcino
Iowa State University
Ames, IA 50011
294-0661

WOI Personnel

Edward Powers
Chief Engineer
117B WOI
Iowa State University
Ames, IA 50011
294-5376

Thomas Wheeler
Uplink Coordinator
209 WOI
294-7760

Darwin Erickson
Radio-TV Technician
120 WOI
294-5417

Leo Runge
Asst. Chief Engineer
117A WOI
294-3880

Facilitator

Virginia Michel
N117 Lagomarcino
294-2426

Secretary

Barb Marvick
N108 Lagomarcino
294-1915

Media Resources Personnel

Don Rieck
Assistant Director
121 Pearson
Iowa State University
Ames, IA 50011
294-8022

Matt Darbyshire
Coordinator, Media Distribution
121 Pearson
294-8022

Rod Myers
Radio-TV Technician
Exhibit Hall S
294-2316

*Area code for this area is (515).

Participating Public Schools

Ames, Iowa (Fellows)

Dr. Ronald Rice
Superintendent
Ames Community School District
120 S. Kellogg
Ames, IA 50010
232-3400

Fellows Elementary School

Glenn Connor, Principal
1400 McKinley Drive
Ames, IA 50010
232-1160

Teachers:
Shelly Boyd, 5th grade
Beverly Saxton, 5th grade
Nancy Frazier, 2nd grade
Jill Moore, 1st grade

Nevada, Iowa (Milford)

Milford Middle School

Kenneth Shaw, Superintendent
Nevada Community Schools
Nevada, IA 50201

James Walker, Principal
RR #2
Nevada, IA 50201
382-2783

Teachers:
Marcie Osmundson, 6th grade
Joe Toot, 6th grade

Des Moines, Iowa (Rice)

Dr. Donald Brubaker
Executive Director
Des Moines Independent Schools District
1800 Grand Avenue
Des Moines, IA 50307
242-7725

Rice Elementary School

Barbara Sloan, Principal
3001 Beaver
Des Moines, IA 50310
255-7534

Teachers:
Pat Sievers, 2nd grade
Violet Fosselman, Mental Disabilities

Roland, Iowa (Roland-Story)

Roland-Story Middle School

Dale Hendricks, Superintendent
Roland-Story Community Schools
1009 Story Street
Story City, IA 50248

David Hemphill, Principal
206 S. Main
Roland, IA 50236
388-4348

Teacher:
Jerry Pierce, 7-8th grade

ISU College of Education Administration Personnel

Dr. Virgil S. Lagomarcino
Dean, College of Education
E262 Lagomarcino
Iowa State University
Ames, IA 50011
294-7000

Dr. Harold Dilts
Associate Dean, College of Education
E264 Lagomarcino
Iowa State University
Ames, IA 50011
294-7002

Dr. Richard Warren, Director
Research Institute for Studies in Education
E265 Lagomarcino
Iowa State University
294-7009

Dr. Thomas Weible, Chair
Department of Elementary Education
N131 Lagomarcino
Iowa State University
292-7010

Dr. Wallace Schloerke
Coordinator, Student Services
E105 Lagomarcino
Iowa State University
Ames, IA 50010
294-7004

TOT DIRECTORY AT A GLANCE

11/88

Mary P. Hoy	E265 Lagomarcino	294-7003/1915
Donna J. Merkley	N105 Lagomarcino	294-0661
Virginia Michel	N117 Lagomarcino	294-2426
Barb Marvick	N108 Lagomarcino	294-1915

Des Moines

Dr. Donald Brubaker
Executive Director, Des Moines
Independent Community School District
1800 Grand Avenue
Des Moines, IA 50307
(242-7725)

Mr. Pat Moran, Assistant Director
(Same address)

Ames

Dr. Ronald Rice
Superintendent
Ames Community Schools
120 S. Kellogg
Ames, IA 50010
(232-3400)

Dr. Luther Kiser, Associate Superintendent
(Same address)

Rice Elementary

Mrs. Barbara Sloan, Principal
Rice Elementary School
3001 Beaver
Des Moines, IA 50310
(255-7534)

Violet Fosselman, MD Room
Pat Sievers, 2nd grade

Fellows Elementary

Mr. Glen Connor, Principal
Gertrude Fellows Elementary
1400 McKinley Drive
Ames, IA 50010
(232-1160)

Mrs. Shelly Boyd, 5th grade
Mrs. Beverly Saxton, 5th grade
Mrs. Nancy Frazier, 2nd grade
Mrs. Jill Moore, 1st grade

Roland-Story Middle School

Mr. Dale Hendricks, Superintendent
Roland-Story Commmunity Schools
1009 Story Street
Story City, IA 50248
(733-4301)

Mr. David Hemphill, Principal
Roland-Story Middle School
206 S. Main
Roland, IA 50236
(388-4348)

Mr. Jerry Pierce, 7th-8th grade

Milford Middle School

Mr. Kenneth Shaw, Superintendent
Nevada Community Schools
Nevada, IA 50201
(382-2783)

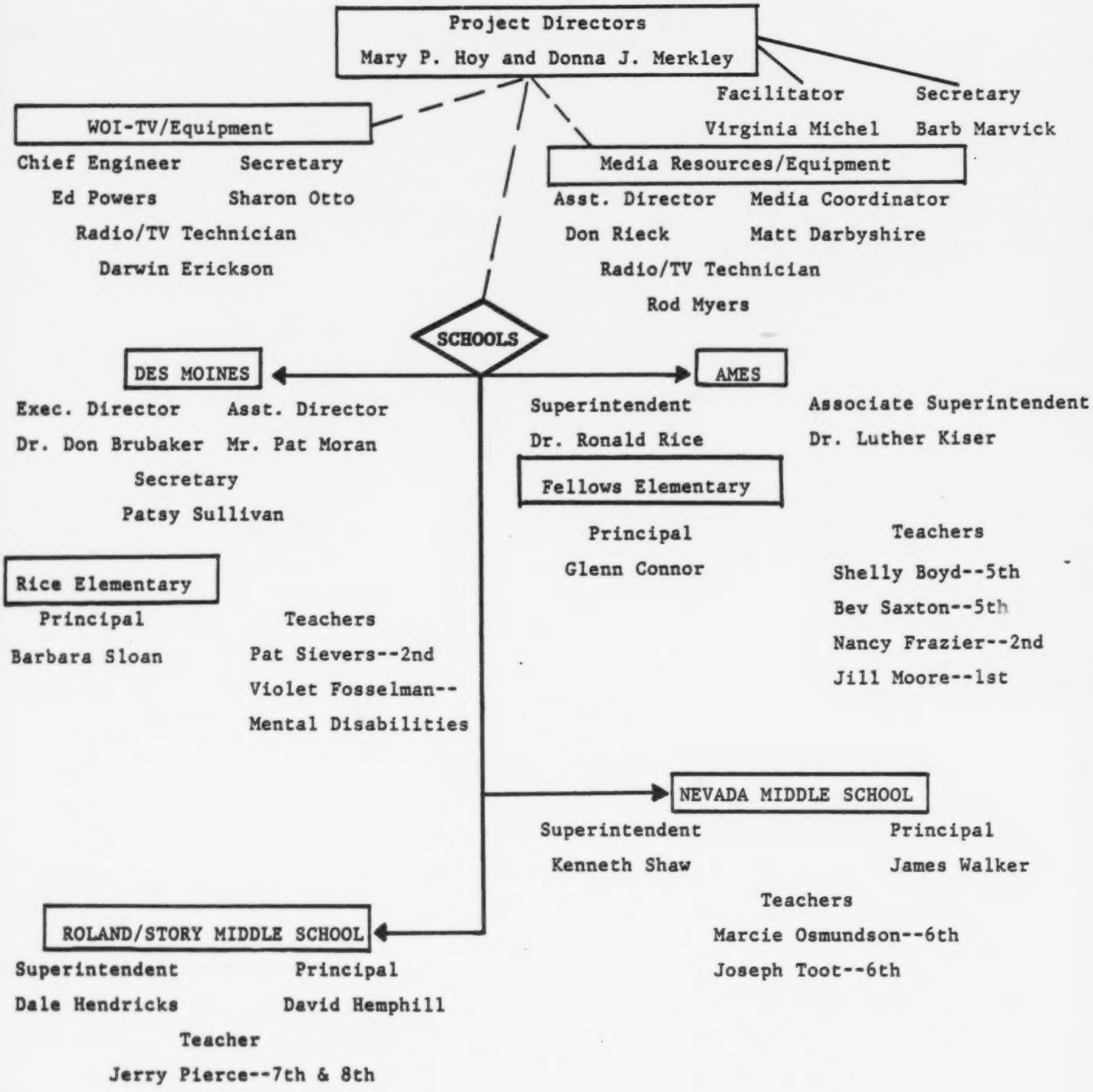
Mr. James Walker, Principal
Milford Middle School
RR #2
Nevada, IA 50201
(382-2225)

Ms. Marcie Osmundson, 6th grade
Mr. Joe Toot, 6th grade

ISU College of Education Administrators

Dr. Tom Weible	N131 Lagomarcino	294-7010
Dr. Richard Warren	E265 Lagomarcino	294-7009
Dr. Harold Dilts	E264 Lagomarcino	294-7002
Dr. Wallace Schloerke	E105 Lagomarcino	294-7004

FIPSE/TOT PROJECT DIRECTORY



Project Directors
Mary P. Hoy and Donna J. Merkley

Facilitator
Virginia Michel

Secretary
Barb Marvick

WOI-TV/Equipment
Chief Engineer
Ed Powers
Secretary
Sharon Otto
Radio/TV Technician
Darwin Erickson

Media Resources/Equipment
Asst. Director
Don Rieck
Media Coordinator
Matt Darbyshire
Radio/TV Technician
Rod Myers

SCHOOLS

DES MOINES
Exec. Director
Dr. Don Brubaker
Asst. Director
Mr. Pat Moran
Secretary
Patsy Sullivan

Rice Elementary
Principal
Barbara Sloan
Teachers
Pat Sievers--2nd
Violet Fosselman--
Mental Disabilities

AMES
Superintendent
Dr. Ronald Rice
Associate Superintendent
Dr. Luther Kiser

Fellows Elementary
Principal
Glenn Connor
Teachers
Shelly Boyd--5th
Bev Saxton--5th
Nancy Frazier--2nd
Jill Moore--1st

NEVADA MIDDLE SCHOOL
Superintendent
Kenneth Shaw
Principal
James Walker
Teachers
Marcie Osmundson--6th
Joseph Toot--6th

ROLAND/STORY MIDDLE SCHOOL
Superintendent
Dale Hendricks
Principal
David Hemphill
Teacher
Jerry Pierce--7th & 8th

College Administrators Associated with Teachers On Television

Dr. Thomas Weible, Chair, Elementary Education
Dr. Richard Warren, Director, R.I.S.E.
Dr. Harold Dilts, Associate Dean, College of Education
Dr. Wallace Schloerke, Student Services

Listing of TOT Subscriptions
1988

Appalachian State University

Dr. William Blanton
202D Edwin Duncan Hall
Appalachian State University
Boone, NC 28608
(704) 262-6055

Northern Arizona University

Dr. Daniel Peterson
Coordinator, Skills Lab Project
Northern Arizona University
C.O. Box 5774
Flagstaff, AZ 86011
(602) 523-2611

Purdue University

Dr. Donald Ferris
Room 202F Education Building
Purdue University
West Lafayette, IN 47907
(317) 494-2363 (O)
(317) 463-5879 (H)

University of Minnesota

Dr. Diane Monson
Dept. of Curriculum & Instruction
145 Peik Hall
University of Minnesota
159 Pillsbury Drive, SE
Minneapolis, MN 55455
(612) 625-3310

University of South Dakota

Dr. Donald Potter, Chair
Curriculum and Instruction
University of South Dakota
414 E. Clark
Vermillion, SD 57069
(605) 677-5207

Ohio State University

Dr. Victor Rentel, Associate Dean
College of Education, 149 Arps Hall
Ohio State University
1945 N. High Street
Columbus, OH 43210
(614) 292-5790

Central Michigan University

Dr. Tom Kromer
Central Michigan University
317 Ronan Hall
Mt. Pleasant, MI 48859
(517) 774-3975

FIPSE/TOT Directory
1987-88

Project Co-Directors

Dr. Mary P. Hoy
E265 Lagomarcino
Iowa State University
Ames, IA 50011
294-7003/1915

Dr. Donna J. Merkley
N105 Lagomarcino
Iowa State University
Ames, IA 50011
294-0661

WOI Personnel

Edward Powers
Chief Engineer
117B WOI
Iowa State University
Ames, IA 50011
294-5376

Thomas Wheeler
Uplink Coordinator
209 WOI
294-7760

Darwin Erickson
Radio-TV Technician
120 WOI
294-5417

Leo Runge
Asst. Chief Engineer
117A WOI
294-3880

Facilitator

Virginia Michel
N117 Lagomarcino
294-2426

Secretary

Barb Marvick
N108 Lagomarcino
294-1915

Media Resources Personnel

Don Rieck
Assistant Director
121 Pearson
Iowa State University
Ames, IA 50011
294-8022

Matt Darbyshire
Coordinator, Media Distribution
121 Pearson
294-8022

Rod Myers
Radio-TV Technician
Exhibit Hall S
294-2316

Participating Public Schools

Ames, Iowa (Fellows & Northwood)

Dr. Luther Kiser
Acting Superintendent
Ames Community School District
120 S. Kellogg
Ames, IA 50010
232-3400

Fellows Elementary School

Glenn Connor, Principal
1400 McKinley Drive
Ames, IA 50010
232-1180

Teachers:
Shelly Boyd, 5th grade
Beverly Saxton, 5th grade

Northwood Elementary

Glenn Connor, Principal
601 - 28th Street
Ames, IA 50010
232-1490

Teachers:
Judy Amfahr, 1st grade
Barb Koester, 1st grade
Glenna Bents, 2nd grade
Doris Ulvestad, 2nd grade

Nevada, Iowa (Milford)

Milford Middle School

James Walker, Principal
RR #2
Nevada, IA 50201
382-2783

Teachers:
Marcie Osmundson, 6th grade
Joe Toot, 6th grade

Boone, Iowa (United Community)

United Community School

Kenneth Frazier, Principal
Rural Route
Boone, IA 50036
432-5319

Teacher:
Amy Kruse

Des Moines, Iowa (Douglas & Rice)

Dr. Donald Brubaker
Executive Director
Des Moines Independent Schools
District
1800 Grand Avenue
Des Moines, IA 50307
242-7725

Douglas Elementary School

Helen Oliver, Principal
3800 E. Douglas
Des Moines, IA 50317
265-0366

Teachers:
Sharon Lee, 3rd grade
John Randolph, 3rd grade

Rice Elementary

Robert Hyde, Principal
3001 Beaver
Des Moines, 50310
255-7534

Teachers:
Violet Fosselman, MD Room
Pat Sievers, 2nd grade

Roland, Iowa (Roland-Story)

Roland-Story Middle School

David Hemphill, Principal
206 S. Main
Roland, IA 50236
388-4348

Teacher:
Jerry Pierce, 7-8th grade

ISU College of Education Administration Personnel

Dr. Virgil S. Lagomarcino
Dean, College of Education
E262 Lagomarcino
Iowa State University
Ames, IA 50011
294-7000

Dr. Richard Warren, Director
Research Institute for Studies in Education
E265 Lagomarcino
Iowa State University
294-7009

Dr. Wallace Schloerke
Coordinator, Student Services
E105 Lagomarcino
Iowa State University
Ames, IA 50010
294-7004

Dr. Harold Dilts
Associate Dean, College of Education
E264 Lagomarcino
Iowa State University
Ames, IA 50011
294-7002

Dr. Thomas Weible, Chair
Department of Elementary Education
N131 Lagomarcino
Iowa State University
292-7010

FIPSE/TOT PROJECT DIRECTORY

Project Directors
Mary P. Hoy and Donna J. Merkley

Facilitator
Virginia Michel

Secretary
Barb Marvick

WOI-TV/Equipment

Chief Engineer
Ed Powers

Secretary
Sharon Otto

Radio/TV Technician
Darwin Erickson

Media Resources/Equipment

Asst. Director
Don Rieck

Media Coordinator
Matt Darbyshire

Radio/TV Technician
Rod Myers

SCHOOLS

DES MOINES

Exec. Director
Dr. Don Brubaker

Asst. Director
Mr. Pat Moran

Secretary
Patsy Sullivan

Rice Elementary

Principal
Robert Hyde

Teachers
Pat Sievers--2nd
Violet Fosselman--
Mental Disabilities

Douglas Elementary

Principal
Helen Oliver

Teachers
Sharon Lee--3rd
John Randolph--3rd

ROLAND/STORY MIDDLE SCHOOL

Superintendent
Dale Hendricks

Principal
David Hemphill

Teacher
Jerry Pierce--7th & 8th

AMES

Acting Superintendent
Dr. Luther Kiser

Fellows Elementary **Northwood Elementary**

Principal
Glenn Connor

Teachers (Fellows Elementary)
Shelva Boyd--5th
Beverly Saxton--5th

Teachers (Northwood Elementary)
Glenna Bents--2nd
Doris Ulvestad--2nd
Barbara Koester--1st
Judy Amfahr--1st

NEVADA MIDDLE SCHOOL

Superintendent
Kenneth Shaw

Principal
James Walker

Teachers
Marcie Osmundson--6th
Joseph Toot--6th

UNITED COMMUNITY SCHOOL (Boone)

Superintendent/Principal
Kenneth Frazier

Teacher
Amy Kruse --Resource Room

College Administrators Associated with Teachers On Television

Dr. Thomas Weible, Chair, Elementary Education
Dr. Richard Warren, Director, R.I.S.E.
Dr. Harold Dilts, Associate Dean, College of Education
Dr. Wallace Schloerke, Student Services

Description of
Teacher on Television Classrooms
1986-87

Urban Schools:

Des Moines, Iowa (Iowa's largest city, K-12 district enrollment of 30,309)

- Rice Elementary - a K-3 building (N=395)
  - Ms. Pat Sievers - a 2nd grade classroom
  - Ms. Violet Fosselman - a self-contained mental retardation classroom
- Douglas Elementary - one of the largest elementary enrollments in Iowa (N=577)
  - Mr. John Randolph - candidate for Teacher of the Year - 3rd grade
  - Ms. Sharon Lee - an Iowa Teacher of the Year - 3rd grade

Suburban Schools:

Ames, Iowa (location of Iowa State University, K-12 district enrollment of 4,364)

- Fellows Elementary - a K-6 school
  - Ms. Marjorie Switz - 1st grade
  - Ms. Nancy Frazier - 2nd grade
  - Ms. Bev Saxton - 5th grade departmentalized science and language arts
  - Ms. Shelly Boyd - 5th grade departmentalized math and social studies

Rural Schools:

Nevada, Iowa (county seat community with K-12 district enrollment of 1,404)

- Milford Middle School - located in a rural township building 6 miles from town, grades 5-6
  - Mr. Joe Toot - departmentalized 6th grade
  - Ms. Marcie Osmundson - departmentalized 6th grade

Roland-Story, Iowa (2 small rural communities of Norwegian heritage, K-12 district enrollment of 902)

- Middle School - grades 5-8
  - Mr. Jerry Pierce - 8th grade language arts

United Community of Boone (a rural district with no major towns, K-12 district enrollment of 312)
  - Mr. Mitch Miller - high school football coach, 6th grade
  - Ms. Amy Brown - multicategorical resource room with learning disabled, mentally retarded and behavior disordered students

Teachers on Television
1986-87

Gertrude Fellows Elementary

Shelva J. Boyd
Nancy K. Frazier
Beverley L. Saxton
Marjorie Switz

Douglas Elementary

Sharon J. Lee
John R. Randolph

Rice Elementary

Patricia L. Sievers
Violet Fosselman

Milford Middle School

Marcie Osmundson
Joseph L. Toot

United Community School

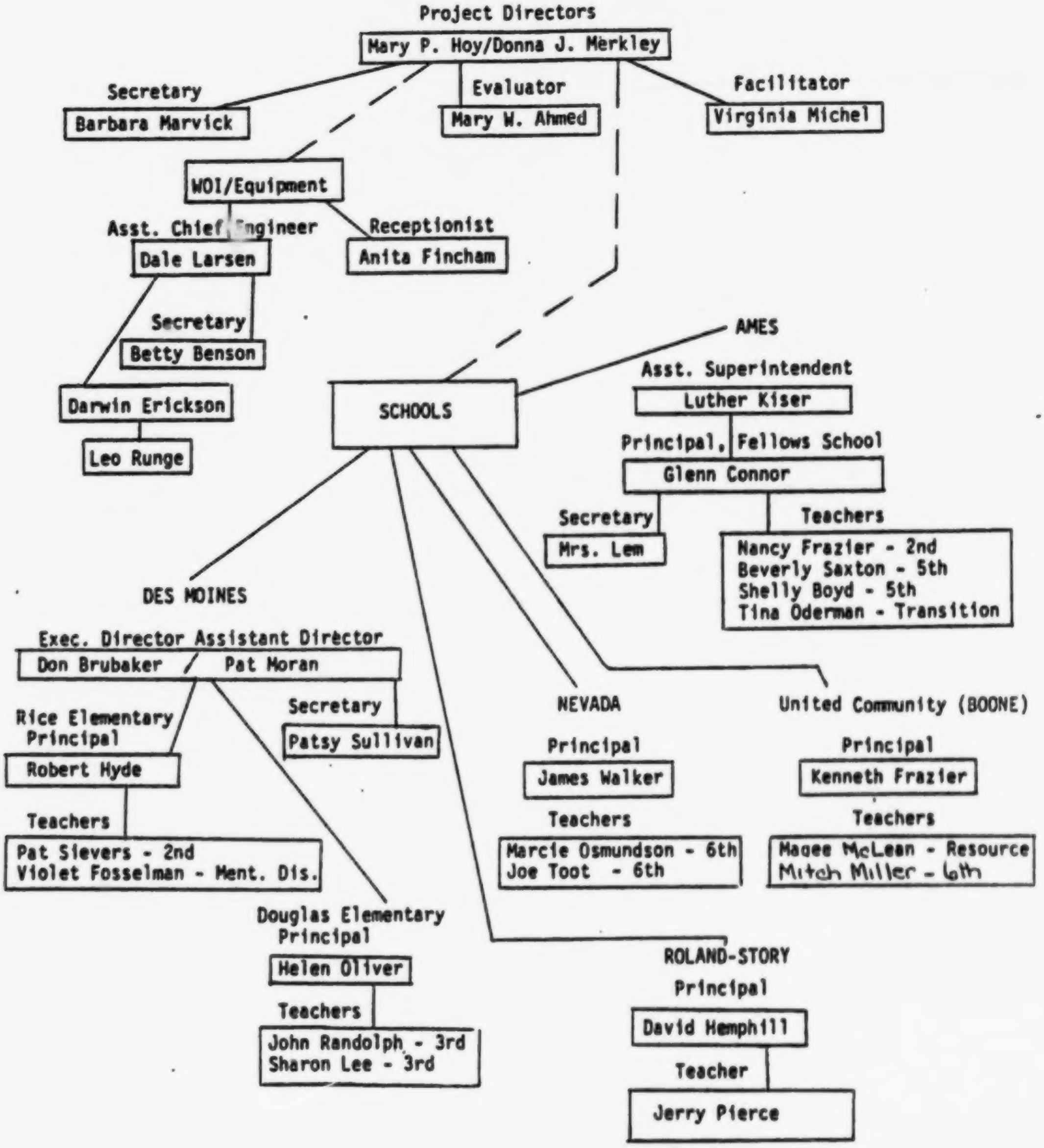
Amy L. Brown
Mitch Miller

Roland-Story Middle School

Jerry Pierce

1985-86

FIPSE/TOT PROJECT DIRECTORY


Project Directors
Mary P. Hoy/Donna J. Merkley
Secretary
Barbara Marvick
Evaluator
Mary W. Ahmed
Facilitator
Virginia Michel
WOI/Equipment
Asst. Chief Engineer
Dale Larsen
Receptionist
Anita Fincham
Secretary
Betty Benson
Darwin Erickson
Leo Runge
SCHOOLS
AMES
Asst. Superintendent
Luther Kiser
Principal, Fellows School
Glenn Connor
Secretary
Mrs. Lem
Teachers
Nancy Frazier - 2nd
Beverly Saxton - 5th
Shelly Boyd - 5th
Tina Oderman - Transition
DES MOINES
Exec. Director Assistant Director
Don Brubaker / Pat Moran
Secretary
Patsy Sullivan
Rice Elementary Principal
Robert Hyde
Teachers
Pat Sievers - 2nd
Violet Fosselman - Ment. Dis.
Douglas Elementary Principal
Helen Oliver
Teachers
John Randolph - 3rd
Sharon Lee - 3rd
NEVADA
Principal
James Walker
Teachers
Marcie Osmundson - 6th
Joe Toot - 6th
United Community (BOONE)
Principal
Kenneth Frazier
Teachers
Magee McLean - Resource
Mitch Miller - 6th
ROLAND-STORY
Principal
David Hemphill
Teacher
Jerry Pierce

College Administrators Associated with Project

Dr. Thomas Weible, Chair, Elementary Education
Dr. Fred Gilbert, Assistant Dean
Dr. Richard Warren, Director of RISE
Dr. Harold Dilts, Associate Dean
Dr. Wallace Schloerke, Student Services

FIPSE/TOT DIRECTORY

Project Co-Directors:

Dr. Mary P. Hoy N119 Quadrangle Iowa State University Ames, IA 50011	294-8514
Dr. Donna J. Merkley N105 Quadrangle Iowa State University Ames, IA 50011	294-0661

Secretary:

Mrs. Barbara J. Marvick N108 Quadrangle, ISU	294-1915

Facilitator:

Mrs. Virginia Michel N117 Quadrangle, ISU	294-0668/2426

Evaluator:

Dr. Mary Williams Ahmed N115 Quadrangle, ISU	294-1915

WOI Personnel

Assistant Chief Engineer

Mr. Dale Larsen 120A WOI, ISU	294-5560

Secretary:

Mrs. Betty Benson 117 WOI, ISU	294-4247

Receptionist

Ms. Anita Fincham
WOI, ISU

TV-Radio Technician

Mr. Darwin Erickson 120 WOI, ISU	294-3814

Supervisor Plant Service

Mr. Leo Runge 120 WOI, ISU	294-3814

PUBLIC SCHOOLS

Ames, Iowa

Assistant Superintendent

Dr. Luther Kiser 232-3400
120 S. Kellog
Ames, IA 50010

Principal

Mr. Glen Connor 232-1160
Gertrude Fellows Elementary
1400 McKinley Drive
Ames, IA 50010

Secretary

Mrs. Lem 232-1160
Fellows Elementary

Transition Teacher

Mrs. Tina Oderman

Second Grade

Mrs. Nancy Frazier

Fifth Grade

Mrs. Shelly Boyd
Mrs. Beverly Saxton

Des Moines, Iowa

Executive Director

Dr. Don Brubaker 284-7725
1800 Grand Avenue
Des Moines, IA 50307

Assistant Director

Mr. Pat Moran

Secretary

Ms. Patsy Sullivan

Des Moines, Iowa (cont.)

Douglas Elementary School

Principal

Ms. Helen Oliver 265-0366
3800 E. Douglas
Des Moines, IA 50317

Secretary

Third Grade

Mr. John Randolph
Ms. Sharon Lee

Rice Elementary School

Principal

Mr. Robert Hyde 255-7534
3001 Beaver
Des Moines, IA 50310

Secretary

Second Grade

Ms. Pat Sievers

Mental Disabilities

Ms. Violet Fosselman

Nevada, Iowa

Principal

Mr. James Walker 382-2225
Milford Middle School
RR #2
Nevada, IA 50201

Sixth Grade

Ms. Marcie Osmundson
Mr. Joe Toot

Roland-Story City, Iowa

Superintendent

Mr. Dale Hendricks 1009 Story Story City, IA 50248	733-4301

Principal

Mr. David Hemphill 206 S. Main Roland, IA 50236	388-4348

Secretary

Mrs. Linda Donohue

Eighth Grade

Mr. Jerry Pierce

Boone, Iowa
United Community Schools

Superintendent

Mr. Kenneth Frazier Rural Route Boone, IA 50036	432-5319

Secretary

Resource Teacher

Mrs. Magee McLean

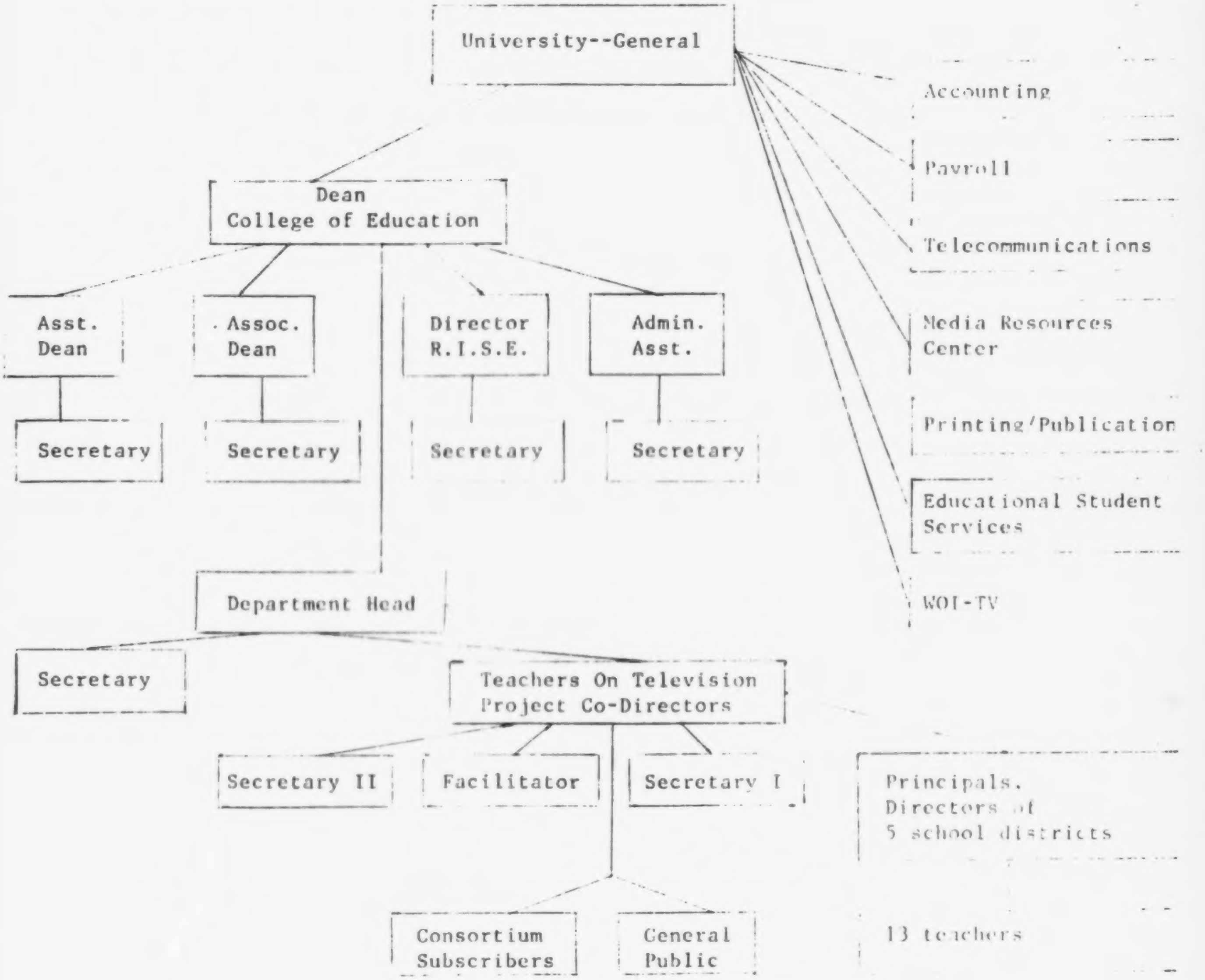
Sixth Grade

Mr. Mitch Miller

College of Education Administration Associated with Project

Dr. Thomas Weible Chairman, Department of Elementary Education	294-7010
Dr. Fred Gilbert Assistant Dean	294-5471
Dr. Richard Warren Director, RISE	294-7009
Dr. Wallace Schloerke Director, Student Services	294-7004
Dr. Harold Dilts Associate Dean	294-7002

ORGANIZATIONAL CHART OF INTERACTION


University--General
Accounting
Payroll
Telecommunications
Media Resources Center
Printing/Publication
Educational Student Services
WOI-TV
Dean College of Education
Asst. Dean
Assoc. Dean
Director R.I.S.E.
Admin. Asst.
Secretary
Secretary
Secretary
Secretary
Department Head
Secretary
Teachers On Television Project Co-Directors
Secretary II
Facilitator
Secretary I
Principals, Directors of 5 school districts
13 teachers
Consortium Subscribers
General Public

Teachers On Television classrooms during funding period

Rural

1. Mr. Joe Toot (Nevada) 1985-88	6th grade--Science, Social Studies
2. Mrs. Marcie Osmundson (Nevada) 1985-88	6th grade--Language Arts, Math
3. Mrs. Magee McClean (United Community) 1985-86	Special Education Resource Room
4. Mr. Mitch Miller (United Community) 1986-87	6th grade
5. Ms. Amy Kruse (United Community) 1986-88	Special Education Resource Room
6. Mr. Jerry Pierce (Roland-Story) 1986-88	7th-8th grade--Language Arts

Urban

1. Mrs. Jill Moore (Ames) 1988	1st grade
2. Mrs. Majorie Switz (Ames) 1986-87	1st grade
3. Mrs. Barbara Koester (Ames) 1987-88	1st grade
4. Mrs. Judy Amfahr (Ames) 1987-88	1st grade
5. Mrs. Glenna Bents (Ames) 1987-88	2nd grade
6. Mrs. Nancy Frazier (Ames) 1982-86, 1988	2nd grade
7. Mrs. Doris Ulvestad (Ames) 1987-88	2nd grade
8. Mrs. Shelly Boyd (Ames) 1985-88	5th grade--Language Arts, Social Studies
9. Mrs. Bev Saxton (Ames) 1985-88	5th grade--Science, Math
10. Mrs. Christina Oderman 1985-86	K (academically talented)

Metropolitan

1. Mrs. Pat Sievers (Des Moines) 1985-88	2nd grade
2. Mrs. Violet Fosselman (Des Moines) 1985-88	Mental Disabilities Room
3. Mrs. Sharon Lee (Des Moines) 1985-88	3rd grade
4. Mr. John Randolph (Des Moines) 1985-88	3rd grade

BASIC DATA SHEET

Date 1-28-86

Name Mrs. Shelva Boyd

Telephone: home 232-3974

school 232-1160

Home Address 118 N. Riverside Ames, IA 50010

Name and Location of School Fellows

1400 McKinley Ames, IA 50010

Subject and Grade Level Fifth Grade

Years in Present Position 17 Total Years of Teaching Experience 24

Name and Address of School Principal Glenn Connor

AMES, IA

Previous Teaching Experience:

Dates	Institution & Location	Position
61-63	Indianapolis P.S.#16 Public Schools Indiana	Gr 2,3,4
63-64	Worms U.S. Army Dependent School Worms, Germany	Gr 2
64-65	Marlboro Elem Marlboro, Ohio	Gr 2
65	Orchard Hill, N. Canton, Ohio	Gr 5
66	Butterworth School Moline, Illinois	Gr 4
6[illegible]-68	Jackson School, Bettendorf, IA	Gr 3, 5

Professional Preparation:

Dates	Institution & Location	Position
1957-61	MILLIGAN COLLEGE, Tennessee	B.A.
64-67	Kent State Univ Kent, O	M. Ed.
68-80	DRAKE, ISU, U. of I, U.N.I grad courses	33 sem. hrs

Professional Organizations and Honors:

AEA, ISEA, NEA

Signed: Shelva J. Boyd

BASIC DATA SHEET

Date January 30, 1986

Name Mrs. Beverly Lee Saxton

Telephone: home 233-1386

school 232-1160

Home Address 1318 Glendale Ames, Iowa

Name and Location of School Gertrude Fellows School 1400 McKinley Ames

Subject and Grade Level 5th - Science & Language Arts

Years in Present Position 20

Total Years of Teaching Experience 39

Name and Address of School Principal Mr. Glenn Connor

Ames, Iowa

Previous Teaching Experience:

Dates	Institution & Location	Position
1966 to present	Fellows School - Ames	Teacher
5 years	West Marshall (State Center)	Teacher
2 years	Earlham	Teacher
9 years	Panora-Linden	Teacher

Professional Preparation:

Dates	Institution & Location	Position
1969	Drake University B.S.	
	Drake University M.S.	
	30 hrs. above Master - ISU, U of I, U.N. I.	

Professional Organizations and Honors:

National Science Teacher, NEA, ISEA, AEA, Community Recognition

Signed: Beverly Saxton

BASIC DATA SHEET **Date** 9/2/88

Name Nancy Kegley Frazier **Telephone: home** 515-[illegible]
school [illegible]

Home Address R.R. 2 Box 71 Boone, Iowa 50036

Name and Location of School Fellows Elementary School
1400 McKinley Dr. Ames, Iowa 50010

Subject and Grade Level Grade 2 Self-contained classroom

Years in Present Position 10 **Total Years of Teaching Experience** 19

Name and Address of School Principal Glenn Connor
1400 McKinley Dr. Ames, Iowa 50010

Previous Teaching Experience:

Dates	Institution & Location	Position
1961-64	Prairie Elementary School College Community - Cedar Rapids IA	Gr. [illegible] Classroom [illegible]
1965-69	Ames Community Schools	Gr. [illegible] Classroom [illegible]
1975	[illegible]	[illegible]
1976-19[illegible]	[illegible]	[illegible] Drake [illegible]

Professional Preparation:

Dates	Institution & Location	Position
1987-88	Drake University Des Moines IA	
1957-61 + 63	University of Iowa Iowa City, IA	
1966; 1981; 1985; 1987	Iowa State University Ames, IA	
1978	Texas Tech University Lubbock, TX	
1977	University of Northern Cedar Falls, IA	
1976	Nat. College of Education Evanston, IL	

Professional Organizations and Honors:

Iowa [illegible] Teachers [illegible] 1988 US West Outstanding Teacher Nominee
Nat. Council of Teachers of English Phoenix [illegible] + Teacher of the Year Nominee from Fellows Elementary 198[illegible]
NEA + ISEA
[illegible] PTA 63

Signed: Nancy K. Frazier

BASIC DATA SHEET

Date August 1988

Name Jill Susanne Moore

Telephone: home 232-5309

school 232-1160

Home Address 301 E. 13th, Ames, Iowa

Name and Location of School Fellows Elementary School
1400 McKinley Ave., Ames, Iowa 50010

Subject and Grade Level 1st Grade Teacher

Years in Present Position (Fellows) 9 years

Total Years of Teaching Experience 16

Name and Address of School Principal Glenn Connor
1509 Wheeler Dr., Ames, Iowa

Previous Teaching Experience:

Dates	Institution & Location	Position
1977-1979	Roosevelt Elementary, Ames, Iowa	1st Grade
1972-1977	Whittier Elementary, Ames, Iowa	1st Grade
1971-1972	Whittier Elementary, Ames, Iowa	Title I Tutor

Professional Preparation:

Dates	Institution & Location	Position
1967-1969	Iowa Central Community College, Webster City, Iowa	Student
1969-1970	University of Northern Iowa, Cedar Falls, Iowa	Student
1970-1971	Iowa State University, Ames, Iowa	Student

Professional Organizations and Honors:

Signed: Jill S. Moore

BASIC DATA SHEET

Date

Name

Telephone: home

school

Home Address [illegible]

Name and Location of School [illegible]

Subject and Grade Level [illegible]

Years in Present Position [illegible] Total Years of Teaching Experience [illegible]

Name and Address of School Principal [illegible]

1509 [illegible] Ames

Previous Teaching Experience:

Dates	Institution & Location	Position
1978-present	Ames Community Schools	[illegible] Teacher
1972-1977	Tutor, Ames Community Schools	[illegible]
1969-1975	Private tutor, Preschool Teacher, Title I tutor	[illegible]
1965-1969	Evamere School, Hudson, Ohio	2nd grade
1964-1965	Bay Village, Ohio Elementary School	2nd grade
1961-1964	Pultney School, Bellaire, Ohio [illegible]	3rd grade

Professional Preparation:

Dates	Institution & Location	Position
1959-1961	Ohio University, Athens, Ohio (Graduated Cum Laude)	Student B.S. Ed
1984-present	Iowa State University, Ames, Iowa	Grad Student for M.S. Ed.

Professional Organizations and Honors:

National Science Teacher's Association

Iowa Academy of Science

Alpha Delta Kappa International Professional Teacher's Sorority

Invited to membership in Phi Beta Kappa – Spring 1986

NEA ISEA and life member of Ohio Education Association.

Signed: Marjorie H. Swets

BASIC DATA SHEET

Date 1-23-86

Name Christina [illegible]

Telephone: home 292-2673

school 232-1160

Home Address 412 Ash Ames, Iowa

Name and Location of School Fellows School 1400 McKinley Ames, Iowa

Subject and Grade Level Transition (all day) Kindergarten

Years in Present Position 3 Total Years of Teaching Experience [illegible]

Name and Address of School Principal Glenn Conner - Fellows School

Previous Teaching Experience:

Dates	Institution & Location	Position
9/82 - 6/83	Jennings Lodge Elem Oregon City, OR	2nd Gr
9/80 - 6/82	"	Rdg Specialist & TAG
9/78 - 6/80	Ezra Torah Inst. Goleta, CA	2nd grade
78-79 (3 terms)	U of Cal Santa Barb Rdg Clinic	Rdg and Lang Develop Teacher
10/74 - 6/76	Providence Montessori School Portland, OR	Teachers aide

Professional Preparation:

Dates	Institution & Location	Position
6/78 - 12/79	U of C Santa Barbara	MA Rdg & Lang Development
9/70 - 6/74	U of Washington Seattle, WA	BA art/elem ed

Professional Organizations and Honors:

Signed: Christine [illegible]

STAFF MEMBERS
PERSONNEL INFORMATION
IOWA STATE UNIVERSITY
# of Science and Technology

1. Name in full Amfahr (Last) Judith (First) Anne (Middle) 485-46-7475 (Social Security Number)

2. Address (street number) a. Ames address 623 Agg Avenue Phone 292-9433

b. Home

3. Name and address of nearest relative James B. Amfahr, 623 Agg Avenue

4. Date of birth 10-4-37 Place of birth Dubuque, Iowa

5. Height 5'3" Weight 115 Physical defects (if any)

6. Citizenship: Am. If foreign born, date of first papers Date of naturalization

7. Marital status: Single Married ✓ Widow Widower Divorced Separated

8. Married persons list spouse's name James B. Amfahr

9. Children: Names and dates of birth Mark 4-5-61, John 11-12-63
Michael 9-8-73

10. EDUCATION:

	NAME	LOCATION	DEGREE	YEAR	HONORS RECEIVED
High School	St. Joseph	Farley, Ia.		1955	Salutorian
College or	I.S.U.	Ames	B.S.	1970	(with distinction graduate
University					

11. Honorary fraternities and professional societies

12. Major subjects:

a. In undergraduate work Elementary Education

b. In graduate work Child Development / Gifted Education

13. FOREIGN LANGUAGE. What languages other than English do you speak readily —

What languages other than English do you read readily —

14. PRESENT POSITION 1st grade teacher, Northwood School, Ames, Ia.

(Over)

STAFF MEMBERS
PERSONNEL INFORMATION
IOWA STATE UNIVERSITY
of Science and Technology

1. Name in full Bentz (Last) Glenna (First) Mae (Middle) 482-60-6375 (Social Security Number)

2. Address (street number) a. Ames address 707 Furman Phone 232-0653

b. Home

3. Name and address of nearest relative Billy Bentz, 707 Furman, Ames

4. Date of birth 12-7-46 Place of birth Chariton, Iowa

5. Height 5' 6½" Weight 135 Physical defects (if any) —

6. Citizenship: USA If foreign born, date of first papers — Date of naturalization —

7. Marital status: Single Married ✓ Widow Widower Divorced Separated

8. Married persons list spouse's name Billy L. Bentz

9. Children: Names and dates of birth Jeremy D. Bentz 8-26-77
Jessica L. Bentz 12-30-81

10. EDUCATION:

	NAME	LOCATION	DEGREE	YEAR	HONORS RECEIVED
High School	Ventura High School	Ventura, Ia.		1964	
College or University	University of Northern Iowa	Cedar Falls	B.A.	1969	

11. Honorary fraternities and professional societies Delta Kappa Gamma

12. Major subjects:

a. In undergraduate work Elementary Education; Language Arts emphasis

b. In graduate work —

13. FOREIGN LANGUAGE. What languages other than English do you speak readily —

What languages other than English do you read readily —

14. PRESENT POSITION 2nd Grade Teacher at Northwood Elementary School in Ames, Iowa

(Over)

STAFF MEMBERS
PERSONNEL INFORMATION
IOWA STATE UNIVERSITY
# of Science and Technology

1. Name in full Kester Barbara Jan (Last, First, Middle) 480-38-4544 Social Security Number

2. Address (street number) a. Ames address 1216-34th St. Phone 232-[illegible]134

b. Home Same

3. Name and address of nearest relative [illegible] Marshalltown, Ia.

4. Date of birth [illegible] Place of birth Marshalltown Iowa

5. Height 5'2" Weight [illegible] Physical defects (if any) None

6. Citizenship: [illegible] If foreign born, date of first papers Date of naturalization

7. Marital status: Single Married x Widow Widower Divorced Separated

8. Married persons list spouse's name [illegible] Kester

9. Children: Names and dates of birth [illegible] Kester [illegible] (ISU Graduate [illegible])

[illegible] Kester [illegible]

10. EDUCATION:

	NAME	LOCATION	DEGREE	YEAR	HONORS RECEIVED
High School	Marshalltown	Marshalltown		1953	
College or	Marshalltown [illegible]	"		1955	
University	Luther College	Decorah	B.A.	1957	

11. Honorary fraternities and professional societies [illegible] [illegible]

12. Major subjects:

a. In undergraduate work Education English

b. In graduate work

13. FOREIGN LANGUAGE. What languages other than English do you speak readily None

What languages other than English do you read readily None

14. PRESENT POSITION [illegible] teacher

[illegible]

[illegible]

(Over)

STAFF MEMBERS
PERSONNEL INFORMATION
IOWA STATE UNIVERSITY
# of Science and Technology

1. Name in full Ulvestad, Doris K. 478-40-3889
Last First Middle Social Security Number

2. Address (street number) a. Ames address 3130 Northwood Dr., Ames, Ia. Phone 232-6835
b. Home Same

3. Name and address of nearest relative husband Gene - same address

4. Date of birth 2-6-38 Place of birth Iowa City, Iowa

5. Height 5'3" Weight 105 Physical defects (if any) none

6. Citizenship: U.S. If foreign born, date of first papers Date of naturalization

7. Marital status: Single Married X Widow Widower Divorced Separated

8. Married persons list spouse's name Gene Ulvestad

9. Children: Names and dates of birth Phillip 2-13-61, Julie 3-22-62,
Angela 1-10-64

10. EDUCATION:

	Name	Location	Degree	Year	Honors Received
High School	Maquoketa Comm.	Maquoketa, Iowa	diploma	1956	Top 10%
College or	Univ. N. Iowa	Cedar Falls, Ia.	[illegible]	1958	
University	Iowa State Univ.	Ames, Ia.	B.S.	1972	[illegible]

11. Honorary fraternities and professional societies

12. Major subjects:
a. In undergraduate work elementary education; minor in history
b. In graduate work

13. FOREIGN LANGUAGE. What languages other than English do you speak readily none

What languages other than English do you read readily

14. PRESENT POSITION second grade classroom teacher at Northwood Elementary School, Ames, Iowa

70

(Over)

BASIC DATA SHEET

Date 8/24/88

Name Patricia L. Sievers

Telephone: home 964-8455

school 255-7534

Home Address 2393 NW 84th Ave. Ankeny, Ia. 50021

Name and Location of School Rice Elem. 3001 Beaver Ave. Des Moines

Subject and Grade Level 2nd grade

Years in Present Position 4

Total Years of Teaching Experience 13

Name and Address of School Principal Barbara Sloan

Previous Teaching Experience:

Dates	Institution & Location	Position
1972-73	Dike, Iowa	2nd grade
1973-75	Lake Geneva - Central	2nd grade
1978-79	Am Child Acad. D.M.	Pre-school
1980-81	D.M. Schools	substitute K-6
1982-88	" "	ESL Kdg - 2 yrs 2nd grade - 4 yrs.

Professional Preparation:

Dates	Institution & Location	Position
1967-71	UNI - Cedar Falls	BA + 15 Early Childhood & Elem.
1975	Univ. Wisc.	graduate
1987	Iowa State Univ.	Masters program Ed Ad.

Professional Organizations and Honors:

Iowa Reading Assoc.

Who's Who in Des Moines

U.S. West Outstanding Teacher '88 nominee

Assoc. of Teacher Educators

Signed: Pat Sievers

BASIC DATA SHEET

Date August 27, 1988

Name Violet B. Fosselman

Telephone: home 515-278-0543

school

Home Address 4206 43rd St. Des Moines, IA 50310

Name and Location of School Rice Elem. Des Moines, IA

Subject and Grade Level Mental Disabilities - Lower Primary

Years in Present Position 20

Total Years of Teaching Experience 20
Starting 21st year

Name and Address of School Principal Mrs. Barbara Sloan
RR 1, Waukee, IA 50263

Previous Teaching Experience:

Dates	Institution & Location	Position
1968-88	Des Moines Public Schools	Elementary Teacher

Professional Preparation:

Dates	Institution & Location		Education: ~~Position~~
1968	Drake Uiversity	Des Moines, IA	B.S.E
1979	Drake Uiversity	Des Moines, IA	M.S.E.
1983	Drake University	Des Moines, IA	Certification - Learning Disabilities, Multi - Disabilities Resourse

Professional Organizations and Honors:

Life member of NEA, current member of ISEA, DMEA

Signed: Violet B. Fosselman

Resume
1985-1986

Collaborator Name: Mrs. Sharon J. Lee
Telephone: home-967-5591
school-265-0366
Home Address: 6276 N. E. 46St., Altoona, Iowa 50009
Name and Location of School: Douglas Elementary
3800 E. Douglas Ave.
Des Moines, Iowa 50317
Subject and Grade Level: Third grade self-contained classroom
Years in Present Position: 10
Total Years of Teaching Experience: 22
Name and Address of School Principal: Mrs. Helen Oliver
3800 E. Douglas Ave., Des Moines, Iowa 50317

Previous Teaching Experience:

Dates;	Institution and Location:	Position:
1950-1952	Bagley Public Schools-Bagley, Ia.	Grade (3-4) 2
1952-1954	Clinton Public Schools-Clinton, Ia.	Grade 2
1954-1955	Polk Co. Public Schools-Des Moines, Ia.	Grade 1
1969-19--	Des Moines Ind. Comm. Schools-Des Moines, Ia	Grade 2 (2-3) 3

Professional Preparation:

Dates:	Institution and Location:	Position:
1948-1950	Simpson College-Indianola, Ia. 2yr.	teaching certificate
1951	Univ. Northern Ia.-Cedar Falls, Ia.	Summer Session
1967-1969	Simpson College-Indianola, Ia.	B.A. Degree

Honors:

1983-1984 Iowa State Teacher of the Year

BASIC DATA SHEET

Date [illegible]

Name Joe Toot

Telephone: home [illegible]

school [illegible]

Home Address Rt 3 [illegible] Ia [illegible]

Name and Location of School [illegible] School
[illegible]

Subject and Grade Level 6th grade

Years in Present Position 19

Total Years of Teaching Experience

Name and Address of School Principal [illegible]

Previous Teaching Experience:

Dates	Institution & Location	Position
—		

Professional Preparation:

Dates	Institution & Location	Position
66-68	Mankato State College	
68-70	Iowa State	
70-77	[illegible]	

Professional Organizations and Honors:

BEST COPY AVAILABLE

Signed: Joe Toot

BASIC DATA SHEET

Date 2-3-86

Candidate Name Marcie Osmundson Telephone: home 899-2156

school 382-2225

Home Address 405 Park St.-P.O. Box 220-Radcliffe, Iowa 50230

Name and Location of School Milford Middle School-RR2-Nevada, Iowa 50201

Subject and Grade Level Math-English Language Arts-Sixth grade

Years in Present Position 22 years Total Years of Teaching Experience 30+ years

Name and Address of School Principal James Walker

1818 2nd Nevada, Iowa 50201

Previous Teaching Experience:

Dates	Institution & Location	Position
1956-1960	Radcliffe Comm. School-Radcliffe, Ia.	5th grade-total self-contained
1960-1961	Parkersburg Comm.-Parkersburg, Ia.	6th grade-self contained
1961-1962	Meyers Elem.-Council Bluffs, Ia.	6th grade-4th thru 6th music and " program
1962-1964	Rockford Comm.-Rockford, Ia.	6th grade Ass't. principal-self contained
1964-?	Nevada Comm.-Nevada, Ia.	6th grade-2 English, 3 math, spelling, homeroom activities

Professional Preparation:

Dates	Institution & Location	Position
1954-1956	Waldorf College-Forest City, Iowa	Pre-Professional
1965	Drake University	B.S.

1959 Studied at Oslo University in Norway during summer.

I continue to do graduate work at Drake University and Iowa State. (continued on the back)

Professional organizations and Honors:

Former Delta Kappa Gamma member (none active in my hometown area)

Outstanding Young Educator-Nevada 1967

Educ. Association President in 3 different schools

Research projects at Iowa State

Have worked with over fifteen student teachers over the years

Wrote and set up an individualized program for all my classes in 1960's. I went around and presented it to other schools. →

Signed: Marcie M. Osmundson

BASIC DATA SHEET

Date 8-29-88

Name JERRY PIERCE

Telephone: home 388-4650

school 388-4348

Home Address 413 E. Poplar St., Roland, Iowa 50236

Name and Location of School Roland-Story Middle School
206 S. Main, Roland, Iowa 50236

Subject and Grade Level 7th Enrichment Skills, 8th Lang. Arts,
8th Enrichment Skills

Years in Present Position 20 Total Years of Teaching Experience 23

Name and Address of School Principal Mr. David Hemphill
206 S. Main, Roland, Iowa 50236

Previous Teaching Experience:

Dates	Institution & Location	Position
F 1966 - S 1969	Roland School Districts	7,8,9,10 English
F 1969 - Present	Roland-Story School District	8 English

Professional Preparation:

Dates	Institution & Location	Position
1960-1964 B.A.	Iowa State University	
1965-1966 Teaching Cert.	Drake University	

Professional Organizations and Honors:

Signed: Jerry Pierce

BASIC DATA SHEET

Date 1/24/86

Candidate Name MITCH MILLER Telephone: home 232-1255

school 432-5393

Home Address 612 S. 16TH APT. #25 AMES, IA.

Name and Location of School UNITED COMMUNITY - RR#1 BOONE, IA.

Subject and Grade Level MULTI-CATEGORICAL - 6TH GRADE

Years in Present Position 3 Total Years of Teaching Experience 5

Name and Address of School Principal KEN FRAZIER - BOONE, IA.

Previous Teaching Experience:

Dates	Institution & Location	Position
AUG. '81 - MAY '83	MILFORD ELEM., MILFORD, IA.	5TH GRADE
AUG. '83 - PRESENT	UNITED COMM., BOONE IA.	6TH "

Professional Preparation:

Dates	Institution & Location	Position
AUG. '77 - MAY '81	SIMPSON COLLEGE	ELEM. ED.
SUMMER '81	WILLIAM PENN	DRIVER'S ED.

Professional organizations and Honors:

Signed: Mitch Miller

BASIC DATA SHEET

Date Sept. 6, [illegible]

Name [illegible] Brown

Telephone: home [illegible]

school [illegible]

Home Address [illegible] Lincoln Way #33 Ames, IA [illegible]

Name and Location of School United Community School

RR #1 Boone, IA. 50036

Subject and Grade Level Resource Room K-12

Years in Present Position 2

Total Years of Teaching Experience [illegible]

Name and Address of School Principal Mr. Ken Frazier

RR #1 Boone, Ia. 50036

Previous Teaching Experience:

Dates	Institution & Location	Position
1985 to present	United Comm. (Boone)	K-12 [illegible]

Professional Preparation:

Dates	Institution & Location	Position
1977-1979	Iowa State Univ.	
1979-1981	Luther College - Decorah Ia.	- BA El Ed.
1981-1986	Iowa State Univ.	- MS Learning Dis.
1986 -	Drake Univ. - Des Moines	

Professional Organizations and Honors:

Signed:

BASIC DATA SHEET

Date 1-31-86

Candidate Name Mary J. McLean Telephone: home 515-432-2360

school 515-

Home Address R.R.#2, Boone, Ia 50036

Name and Location of School United Community, Boone, Ia. (Elementary)

Subject and Grade Level Resource Room

Years in Present Position 10 Total Years of Teaching Experience 21

Name and Address of School Principal Kenneth Frazier, United Community Schools, RR#1, Boone, Ia 50036

Previous Teaching Experience:

Dates	Institution & Location	Position
1971-76	United Community Schools, Boone	6th Gr Teacher
1976-86	United Community Schools, Boone	Learning Disabilities Tea
1968-71	Boone Community Schools, Boone	6th Gr Teacher
1942-45	East Lansing Schools, Lansing, Mich	1st Gr Teacher

Professional Preparation:

Dates	Institution & Location	~~Position~~ Degree
1938-1942	Hope College, Holland, Mich	B.A.
1975-1977	Iowa State University, Ames, Ia	M.S.

Permanent Professional Certificate issued in 1977 with endorsement 10 (Teacher Elem. K-9) with endorsement 097 for Learning Disability and 080 for Emotional Mal.

Professional organizations and Honors:

Association for Children with Learning Disabilities
Delta Kappa Gamma (Honorary International Society for Teachers)

Signed: Mary J. McLean

John R. Randolph
Douglas Elementary School
3800 E. Douglas
Des Moines, Iowa 50313

Present Teaching Position:

I am presently completing my third year of teaching 3rd grade in a self-contained classroom at Douglas Elementary School. I am responsible for all subject areas except music, art, and physical education.

Previous Teaching Experience:

When I first began teacning at Douglas I taught in the departmentalized program. I was responsible for two sections of fourth graders for basic skills. Following that I had a self-contained fourth grade for one year. I then returned to teaching basic skills, but I had one section of fourth graders and one section of fifth graders. As of this spring, I will be completing my eighth year of teaching.

Professional Preparation:

I received my BS degree in Elementary Education from Iowa State University in 1978. In 1982 I completed my MS degree in Educational Administration.

APPENDIX C. TEACHERS ON TELEVISION BROADCAST SCHEDULES

Teacher on Television
Broadcast Schedule for Spring 1988

January, 1988

		20	21	22		ISU classes start
25	26	27	28	29		

February, 1988

1	2	3	4	5		Boyd--5th grade
8	9	10	11	12		Lee--3rd grade
15	16	17	18	19		Lee (15-16); Randolph--3rd grade (17-19)
22	23	24	25	26		Randolph (22-23); Pierce--7-8th grade (25-26)
29						Pierce

March, 1988

	1	2	3	4		Pierce (1-2); Fosselman--MD Room (3-4)
7	8	9	10	~~11~~	ISU Spring Break	Fosselman (8-10)
~~14~~	~~15~~	~~16~~	~~17~~	~~18~~		
21	22	23	24	25		Saxton--5th grade
28	29	30	31			Ulvestad--2nd grade

April, 1988

				1		Ulvestad
4	5	6	7	8		Sievers--2nd grade (5-8)
11	12	13	14	15		Sievers (11); Koester--1st grade (13-15)
18	19	20	21	22		Koester (18-19); Toot--6th grade (21-22)
25	26	27	28	29		Toot (25-27); Kruse--Resource Room (28-29)

May, 1988

2	3	4	~~5~~	~~6~~	VEISHEA	Kruse (2-4)

Teacher on Television

Broadcast Schedule for Fall 1987-88

September, 1987

1 2 3 4	Sievers--2nd grade (1-4)
~~7~~ 8 9 10 11	Sievers (8), Osmundson--6th grade (10-11)
14 15 16 17 18	Osmundson (14-16), Boyd--5th grade (17-18)
21 22 23 24 25	Boyd (21-23), Lee--3rd grade (24-25)
28 29 30	Lee (28-30)

October, 1987

1 2	Bents--2nd grade (1-2)
5 6 7 8 9	Bents (5-6)
12 13 14 15 16	Brown--Resource Room (12-16)
19 20 21 22 23	Fosselman--MD Room (21-23)
26 27 28 29 30	Fosselman (26-27), Saxton--5th grade (28-30)

November, 1987

2 3 4 5 6	Saxton (2-3), Pierce--8th grade (5-6)
9 10 11 12 13	Pierce--7-8th grades (9-11)
16 17 18 19 20	Randolph--3rd grade (18-20)
23 24 ~~25~~ ~~26~~ ~~27~~ Thanksgiving	Randolph (23-24)
30	Amfahr--1st grade (30)

December, 1988

1 2 3 4	Amfahr (1-4)

TOT Broadcast Schedule, 1986-87

Spring Semester

	School	Teacher	Grade
January, 1987			
19 20 21 22 23	Rice	Fosselman	MDE
26 27 28 29 30	Fellows	Boyd	5th
February, 1987			
2 3 4 5 6	Fellows	Boyd	5th
9 10 11 12 13	Rice	Sievers	2nd
16 17 18 19 20	Fellows	Switz	1st
~~23~~ ~~24~~ 25 26 27	Fellows (23-24) Douglas (26-27)	Switz Randolph	1st 3rd
March, 1987			
2 3 4 5 ~~6~~	Douglas	Randolph	3rd
~~9~~ ~~10~~ ~~11~~ ~~12~~ ~~13~~			
16 17 18 19 20	Fellows	Saxton	5th
23 24 25 26 27	Fellows (23-24)	Saxton	5th
30 31	Fellows (26-27) (30-31)	Frazier	2nd
April, 1987			
1 2 3	Fellows (1) Douglas (2-3)	Frazier Lee	2nd 3rd
6 7 8 9 10	Douglas	Lee	3rd
13 14 15 16 17	United Community		Resource Room
20 21 22 23 24	Milford	Toot	6th
27 28 29 ~~30~~	Milford	Toot	6th
May, 1987			
4 5 6 7 8	Roland	Pierce	8th

TOT Broadcast Schedule
1986-87

Final 8/15/86

Fall Semester

	School	Teacher	Grade
September, 1986			
~~1~~ 2 3 4 5	Fellows	Frazier	2nd
8 9 10 11 12	Fellows	Frazier	2nd
15 16 17 18 19	Fellows	Switz	1st
22 23 24 25 26	Douglas	Lee	3rd
29 30	Douglas	Lee	3rd
October, 1986			
1 2 3	Rice	Fosselman	MDE
6 7 8 9 10	Rice (6-8) Fellows (9-10)	Fosselman Boyd	MDE 5th Math
13 14 15 16 ~~17~~	Fellows	Boyd	5th Math
20 21 22 23 24	Milford	Osmundson	6th
27 28 29 30 31	Milford (27-28) Douglas (30-31)	Osmundson Randolph	6th 3rd
November, 1986			
3 4 5 6 7	Douglas (3-5)	Randolph	3rd
10 11 12 13 14	Roland (7 & 10) Rice (12-14)	Pierce Sievers	8th 2nd
17 18 19 20 21	Rice (17-18)	Sievers	2nd
24 25 ~~26~~ ~~27~~ ~~28~~	Fellows (19-25)	Saxton	5th
December, 1986			
1 2 3 4 5	United Community	Miller	6th
8 9 10 11 12	United Community	Miller	6th

(over)

APPENDIX D. OBSERVATION: KEY TO EXPERIENTIAL LEARNING

Observation: Key to Experiential Learning

Since the complex and unpredictable nature of the classroom requires that teachers develop sophisticated observation skills, the TOT program is supported by an observation manual used in preservice teachers' initial teaching methods course. The observation manual, Observation: Key to Experiential Learning, focuses on providing preservice teachers with skills in observing for the following components:

instructional setting
instructional resources
classroom motivation techniques
communication skills during classroom interaction
questioning techniques
management techniques
student involvement: time on task
lesson planning and implementation
exceptionalities in the classroom

Observation training is infused into the preservice teachers' initial teaching methods course in the following manner:

1. Purposes of observation in education and the theoretical base for the manual components are presented in a large class setting with practice observation for each manual component via existing videotaped segments.
2. Assigned readings from the textbook and journal articles supplement the theory presented in the large class setting.
3. The TOT broadcasts serve as a practicum or lab to apply observation learnings. The instructor coordinates observation assignments with the TOT facilitator. The facilitator is, therefore, able to reinforce, as the students observe, those concepts presented and practiced in class. Because ISU faculty are given the TOT broadcast schedule for the academic year, specific observation assignments can be integrated into methods courses. These assignments reinforce methods concepts as well as extend and refine students' observation skills addressed in the initial teaching methods course.

A MANUAL FOR DEVELOPING SKILLS IN TEACHER OBSERVATION

OBSERVATION: Key to Experiential Learning was developed as part of Iowa State University's Teacher on Television (TOT) program. At the preservice level, the manual serves as a resource to develop the skills necessary for proper observartion, and at the inservice level, the material can serve as a self-evaluation guide.

OBSERVATION: Key to Experiential Learning consists of ten chapters. Chapter 1 provides the rationale for developing observation skills and general observation procedures. Chapters 2-10 each focus on a specific aspect of classroom teaching providing preservice teachers with skills in observing for the following components:

- classroom setting
- use of resources
- student involvement
- instructional sequence
- motivational techniques
- communication
- questioning techniques
- management techniques
- exceptionalities in the classroom

In each chapter, goals and objectives for the topic are followed by a summary of the research base for the elements of the topic. An observation form has been designed for use following completion of the readings.

The generous right-hand margins are provided, along with author margin notes, to facilitate individualization of the manual. The margin notes explain a term, provide a heading, or prompt a reader response. It is our desire that readers will utilize the margin space for posing their questions, writing summaries or noting connections between manual content, course lectures and observation.

****

COMPLETE THIS ORDER FORM

and mail to: ISU Research Foundation, Inc.
315 Beardshear Hall
Ames, IA 50011
(515) 294-4740

Please send me ______ copies of OBSERVATION: Key to Experiential Learning at $15.00 per copy.

_____ Enclosed is my purchase order.

_____ Enclosed is my payment (make checks payable to ISU Research Foundation).

Ship books to: ____

____

____

APPENDIX E. TOT FACULTY IN-SERVICE PROGRAMS

February 23, 1987

Agenda for Dr. Tom Good's Visit

February 23rd --

Arrival in Des Moines
Dinner with Tom Weible, Mary Hoy, Donna Merkley

February 24th --

7:00-8:15 AM breakfast
Dean Lagomarcino; Associate Dean Harold Dilts; Director of the Research Institute for Studies in Education (RISE), Richard Warren

8:30-9:00 AM visit to TOT observation room (Hoy and Merkley)

9:15-10:15 AM discussion with project co-directors (Hoy and Merkley) and Dr. Richard Warren regarding evaluation activities for Teacher on Television

10:30 AM-1:00 PM inservice meeting with Elementary Education faculty and TOT broadcast teachers and administrators followed at 12:00 N with a catered luncheon (see Task 2 for specifics)

1:15-2:30 PM debriefing session with Dean Lagomarcino, Drs. Dilts, Hoy Merkley, Warren, Weible and Mr. Bob Helmers, Manager TV Broadcasting

2:30-3:30 PM site visitation

3:30 PM transportation to Des Moines Airport

TOT/El Ed Meeting and Inservice
Scheman Continuing Education Building
August 25, 1987
9:30 a.m. - 1 p.m.

Agenda

Purposes:

1. Present TOT manual, Observation: Key to Experiential Learning
2. Review TOT project goals
3. Examine use in elementary education courses
4. Meet with TOT broadcast teachers

9:30 a.m.	Brief welcome and introduction of TOT personnel Dr. Tom Weible/Drs. Mary Hoy and Donna Merkley
10:00 a.m.	Coffee/Informal discussion with broadcast teachers
10:15 a.m. -noon	Meeting/In-Service begins
12:15	Luncheon/Informal Discussion with project personnel
1:00 p.m.	Adjourn

APPENDIX F. RECORDS OF STUDENT OBSERVATION OF TOT PARENTS AND VISITORS TO TOT

Fall, 1988

Teacher	Dates Obs.	Classes	St. Ob.	Visitors
Sievers	(5) Aug. 29-31 Sept. 1,2	268 375 443 448	191	3
Boyd	(5) Sept. 8,9 12-14	268 448	179	13
Osmundson	(5) Sept. 21-23 26,27	268 375 376 448 449 450	188	3
Fosselman	(3) Oct. 3,6,7	226 268 360 376 448 449 450	124	0
Pierce	(5) Oct. 12-14 17,18	268 376 450	25	0
Moore	(5) Oct. 20,21 24-26	268 375 376 448 449 450	147	11
Saxton	(5) Oct. 31 Nov. 1-4	268 375 376 443 449 450	193	22
Frazier	(5) Nov. 16-18 21,22	268 443 448	156	3
TOTALS	38 Days	TOTALS	1,203	55
	CLASSES	226 268 360 377 376 443 448 449 450		

Fall,
1988

Course	Sievers 2nd Aug/Sept 5	Boyd 5th Sept. 5	Osmundson 6th Sept. 5	Fosselman MDE Oct. 3	Pierce 8th L.A Oct. 5	Moore 1st Oct. 5	Saxton 5th Oct/Nov 5	Frazier 2nd Nov. 5	TOTALS 38 days
226				1					1
268	173	144	137	66	10	118	123	120	891
360				42					42
375	1		26			1	1		29
376			14	2	1	7	14		38
443	1						6	1	8
448	10	35	6	7		5		33	96
449			1	1		4	40		46
450			1	5	14	10	4		34
Other	6		3			2	5	2	18
TOTALS	191	179	188	124	25	147	193	156	1,203
Visitors	3	13	3	0	0	11	22	3	55

TOT Spring, 1988

Teacher	Dates Obs.	Classes	St. Ob.	Visitors
Boyd	(5) Feb. 1-5	268 376 443 448 449 450 477	235	3
Lee	(5) Feb. 10-12 15,16	268 376 443 448 449 450	165	2
Randolph	(5) Feb. 17-19 22,23	204 250 268 376 447 448 449 450	163	1
Pierce	(5) Feb. 25,26,29 Mar. 1,2	268 450	50	1
Fosselman	(5) Mar. 3,4 8-10	250 268 376 430 447 448 449 450	139	4
Saxton	(5) Mar. 21-25	250 268 449	95	10
Ulvestad	(5) Mar. 28-31 Apr. 1	250 268 376 448 449	128	25
Koester	(5) Apr. 5-8,11	250 268 376 448 449	89	18
Sievers	(5) Apr. 13-15 18,19	250 268 376 448 449	165	26
Foot	(5) Apr. 21,22 25-27	268 443 448 449	151	4 + 1 clas
Kruse	(5) Apr. 28,29 May 2-4	250 268 430 432 449	12	2
		TOTALS	1,392	94

96

Spring, 1988	Boyd 5th	Lee 3rd	Randolph 3rd	Pierce 8th Lan	Fosselman MD	Saxton 5th	Ulvestad 2nd	Koester 1st	Sievers 2nd	Toot 6th	Kruse HS MC Res.	TOTALS
	Feb. 5	Feb. 5	Feb. 5	Feb/Mar 5	Mar. 5	Mar. 5	Mar/Apr 5	Apr. 5	Apr. 5	Apr. 5	Apr/May 5	
CLASS												
204			1									1
250			1		103	1	1	1	2		1	110
268	171	141	139	16	4	62	113	73	119	98	4	940
376	2	3	3		3		5	5	26			47
430					19						2	21
432											2	2
443	11	4								32		47
447			1		1							2
448	27	6	7		4		5	4	7	1		61
449	2	1	7		1	29	3	5	9	16	3	76
450	9	5	4	34	2							54
477	9											9
Other	4	5			2	3	1	1	2	4		22
TOTALS	235	165	163	50	139	95	128	89	165	151	12	1,392
Visitors	3	2	1	1	4	10	25	18	26	4 + 1 class	3	

TOT Fall, 1987

Teacher	Dates Obs.	Classes	St. Ob.	Visitors
Sievers	(5) Sept. 1-4, 8	250 268 300 360 375 376 406 422 443 446 450	151	5
Osmundson	(5) Sept. 10,11 14-16	250 268 360 375 376 443 446 450	160	0
Boyd	(5) Sept. 17,18 21-23	204 250 268 376 443 446 450	82	9 + 1 class
Lee	(5) Sept. 24,25 28-30	250 268 376 443 446 450 477	153	0
ents	(4½) Oct. 1,2 5-7	250 268 376 443 446 450	125	12
ruse	(5) Oct. 12-16	250 268 360 376 450	50	4
osselman	(5) Oct. 21-23 26,27	268 360 376 446	68	8
axton	(5) Oct. 28-30 Nov. 1,2	250 268 376 443 446 450	194	7 + 1 clas
ierce	(5) Nov. 5,6 9-11	268 376 443 446	198	9
andolph	(5) Nov. 18-20 23,24	250 268 443 446 477	217	2
mfahr	(5) Nov. 30 Dec. 1-4	268 443 446 450 477	131	9
		TOTALS	1,529	65 + 2 classes

Fall,
1987

	Sievers 2nd	Osmundson 6th	Boyd 5th	Lee 3rd	Bents 2nd	Kruse HS MC Re	Fosselman MD	Saxton [illegible]	Pierce 8th Lan	Randolph 3rd	Amfahr 1st	TOTALS
CLASS	Sept. 5	Sept. 5	Sept. 5	Sept. 5	Oct. 4½	Oct. 5	Oct. 5	Oct/Nov 5	Nov. 5	Nov. 5	Nov/Dec 5	
204			1									1
250	9	29	21	14	16	18		1		1		109
268	70	100	23	79	71	4	7	170	166	150	56	896
300	3											3
360	1	1				21	40					63
375	3	2										5
376	9	7	1	1	1	1	5	3	23			51
406	1											1
422	1											1
443	7	1	11	13	3			1	2	19	12	69
446	4	10	14	12	5		3	16	1	35	37	137
450	5	4	4	28	26	3		1			1	72
477				1						8	22	31
Other	38	6	7	5	3	3	13	2	6	4	3	90
TOTALS	151	160	82	153	125	50	68	194	198	217	131	1,529
Visitors	5	--	9 + 1 class	--	12	4	8	7 + 1 class	9	2	9	65 + 2 classes

Spring, 1987

Month	Days Obs.	Classes	St. Ob.	Visitors
Jan. Fosselman	5 19-23	345 430 446 450	163	--
Jan. Feb. Boyd	5 Jan. 28-30 Feb. 2,3	345 376 443 446 450 490	54	10 + Saxton's class
Feb. Sievers	5 9-12	345 376 430 443 446 450	169	3
Feb. Switz	5 16-20	250 345 443 446 450 475 477	152	12
Feb. Mar. Randolph	5 Feb. 26,27 Mar. 2-4	345 376 446 450 457	159	1
Mar. Saxton	5 18-20 23,24	345 376 446 450 475	188	3
Mar. Apr. Frazier	5 Mar.26,27,30,31 Apr. 1	345 430 446	163	7
Apr. Lee	5 2,3, 6-8	345 376 430 443 446 450	170	10 + Brown's class
Apr. Brown	5 13-17	250 345 376 430 446 450 475	149	3
Apr. Toot	5 22-24 27,28	345 376 430 443 446 450	227	6
May Pierce	5 4-8	376 430 446 450	17	2
TOTAL			1,611	57 + 2 classes

Spring
1987

lass	Fosselman M Jan. 5	Boyd 5th Jan/Feb 5	Sievers 2nd Feb. 5	Switz 1st Feb. 5	Randolph 3r Feb/Mar 5	Saxton 5th Mar. 5	Frazier 2n Mar/Apr. 5	Lee 3rd Apr. 5	Brown-Resour Apr. 5	Toot 6th Apr. 5	Pierce 7th/t May 5	TOTALS	
50				1					57			58	
345	133	9	145	123	148	172	150	131	8	132		1151	
376		2	1		2	3		4	4	7	5	28	
30	24		1				3	1	21	2	5	57	
43		15	3	11				23		16		68	
46	1	26	16	2	3	8	7	3	1	36	4	107	
50	2	1	2	4	3	2		6	10	32	1	63	
57					2							2	
75				1		1			48			50	
77				6								6	
90		1										1	
ther	3	--	1	4	1	2	3	2	--	2	2	20	
OTALS	163	54	169	152	159	188	163	170	149	227	17	1161	
isitors	--	10+ Saxton's class	3	12	1	3	7	10+ Brown's class	3	6	2	57 + 2 classes	

Fall, 1986

Month	Days Obs.	Classes	St. Ob.	Visitors
Sept. Frazier	5 4,5,8-10	345 375 376x 446	122	9
Sept. Switz	5 15-19	204 345 375 376x 446	107	15
Sept. Lee	5 24-26,29,30	345 375 406 446 466	143	--
Oct. Fosselman	4.5 2,3,6-8	345 360 375 446	113	--
Oct. Boyd	5 9,10,13-15	345 360 375 376x 446 476	130	7
Oct. Osmundson	5 22-24,27,28	250 345 350 375 376x 446	142	4
Oct./Nov. Randolph	5 Oct. 30,31 Nov. 3-5	250 341 345 375 376x 446 443x	137	--
Nov. Pierce	2 7,10	250 345	19	3
Nov. Sievers	5 12-14,17,18	250 334 345 375 376x 446 447	165	3
Nov. Saxton	5 19-21,24,25	345 375 443x 446 447 376x	136	7 + Boyd's clas
Dec. Miller	5 3-5,8-9	345 376x 446	115	2 + Miller's class
TOTAL			**1,329**	**50 + 2 classes**

ALL 1986

Class	Frazier 2nd Sept. 5	Switz 1st Sept. 5	Lee 3rd Sept. 5	Fosselman MD Oct. 4.5	Boyd 5th Oct. 5	Osmundson 6th Oct. 5	Randolph 3rd Oct/Nov 5	Pierce 7th&8th Nov. 2	Sievers 2nd Nov. 5	Saxton 5th Nov. 5	Miller 6th Dec. 5	**TOTALS**
204		1										1
250						12	15	12	11			50
345	108	96	121	97	108	88	101	7	98	95	61	980
360				7	1							8
375	1	1	1	2	2	22	3		3	2		37
376x	3	3			12	8	1		1	1	6	35
406			1									1
443x							2		1	10.		13
446	8	5	19	3	5	6	11		24	27	44	152
447									22	1		23
Other	2	1	1	4	2	6	4		5		4	29
TOTALS	122	107	143	113	130	142	137	19	165	136	115	1,329
Visitors	9	15	---	---	7	4	---	3	3	7+ Boyd's class	2+ Miller's class	50+2 classes

TOT Student Observation Record

Month	Days Observed	Classes	Students Observing	Visitors
September (Frazier)	5 (18, 19, 23, 24,25)	345 375 450 477x Grad. Students	126	10
October (Oderman)	5 (7-11)	240 345 374 450 468 477x	161	21
November (Saxton)	5 (14, 15, 18, 19, 20)	250 301 375 446 450 477x	198	10
December (Frazier)	5 (9-13)	250 375 446 450 477x	139	6
January (Oderman)	5 (21-25)	204 250 345 375 376x 430 446 477x CD 225	245	14
February (Boyd)	5 (5,6,7, 10, 11)	100 250 345 375 450 Curr 699 Grad. St.	103	2
(Sievers) (1 day camera out)	4 (14, 19-21) (18)	250 345 350 365 375 376x 446 450	72	--
(Fosselman)	5 (24-28)	250 345 376x 426 430 446	186	--
March (Randolph)	5 (4-6, 17, 18)	250 345 375	112	--
(Toot) (2 days camera prob.)	5 (20, 21, 24-26)	250 345 375 376x 430 450	137	3
April (Lee)	5 (2-4, 7, 8)	250 345 375 376x 430 446 450	105	--
(McLean)	5 (14-18)	204 250 345 375 446 450 457	95	--
(Boyd)	5 (23-25, 28, 29)	204 250 345 375 446 450 457 475 St. Teacher	89	6
May (Saxton) 2 days VEISHA	5 (1,2, 5-7)	250 345 375 430 446 450 477x	113	--

APPENDIX G. STUDENT EVALUATIONS/SUPPORT

El Ed 245/268
1988

I enjoyed: watching TOT. and doing group activities.

I appreciated: getting points for going to class.

I learned: a great deal from the worksheet problems in cooper's book.

I was frustrated by: some of the Tor F on the exams, and lack of [redacted] participation by some students.

I got the most out of: the lesson planning and the types of management approaches.

I got the least out of: the TAM's.

My greatest strength: were writing up the TOTs

My weakness was: my test taking on T and F

I recommend: you tell the students the break down of how many t or F, Matching, Multiple choice.

El Ed 245/268
1988

I enjoyed: the TOT and learning the different teaching strategies.

I appreciated: the guest speakers, and the enthusiasm of the teacher.

I learned: many teaching techniques and developed my own teaching philosophy.

I was frustrated by: having 3 hours a day in the class

I got the most out of: the lectures, book, TOT, TAM

I got the least out of: I got something out of everything we did

My greatest strength: in making lesson plans, and evaluating TOT, the daily work

My weakness was: Tests

I recommend: to be able to take as a freshman.

El Ed 245/268
1988

I enjoyed: watching the "Tea[illegible] [illegible] Discussion"

I appreciated: [illegible] variety in [illegible] teaching.

I learned: -how to write a [illegible] lesson plan.
-effective management [illegible].
-[illegible] of motivation.

I was frustrated by: the amount of time I devoted to the [illegible] of the class. I studied for the exam for a long time and my grades do not reflect this.

[illegible] extra credit was offered [illegible] I would [illegible] I [illegible] have been there.

I got the most out of: -[illegible] Friends
-[illegible]

I got the least out of: interacting with my peers

My greatest strength: lesson planning

My weakness was: writing ~~test~~ questions

I recommend: TGT time as a class.
more opportunity for extra credit.
more quizzes.

El Ed 245/268
1988

I enjoyed: going and watching the TOT teachers. I learned many things from watching them. I enjoyed the games that we did to help us review.

I appreciated: the help Dr. Medley gave each student when we needed it. If we needed more time for a test she was willing to give it to us later.

I learned: how to look for different things in a teacher such as their different techniques of teaching, motivation.

I was frustrated by: not being able to do the lesson plans correctly since they will be an important aspect of my teaching. It took me a few times to understand it.

I got the most out of: watching the TOT'S, the review games were also helpful

I got the least out of: Everything we did I think I learned something from it.

My greatest strength: was writing the papers after I watched the TOTS

My weakness was: doing the lesson plans, getting up + going for the 8:00 class on T+Th.

I recommend:

El Ed 245/268
1988

I enjoyed: the cooperative learning speakers, the teacher symposiums, and learning about lesson plans! Dr. Merkley's delivery and understanding were helpful.

I appreciated:
the TCT viewing. I wish I had more free time to view it.

I learned:
about lesson plans, cooperative learning, managerial techniques & that I need to improve my handwriting.

I was frustrated by:
the Jams. I didn't understand when I was supposed to respond to the questions.

I got the most out of:
lesson planning. Now I feel like I have a better idea of how to plan a lesson.

I got the least out of:
the JAMS. I was so frustrated with the set up so I didn't get much out of it.

My greatest strength:
was attending class I didn't miss one!

My weakness was:
was taking the time to write a good TCT evaluation.

I recommend:
revamping the JAM system. Maybe do more with lesson planning.

El Ed 245/268
1988

I enjoyed: ToT, good to see some actual, live, [illegible] teaching.

I appreciated: that you were lenient with late work and re-tested for better grades

The manual

I learned: That a lot of planning is going to be needed before I actually have my own class

I was frustrated by: 8 o'clock classes I missed a lot by skipping

I got the most out of: class, manual.

I got the least out of: the text book.

My greatest strength: will be actually teaching

My weakness was: [redacted] trying to learn all the different types of subjects such as management theories

I recommend: doing a group project

El Ed 245/268
1988

I enjoyed: making lesson plans.
Watching TOT's to get more creative [illegible].

I appreciated: the fact that not all [illegible] [illegible] have to [illegible] from the textbook. I enjoyed all the activities [illegible] that the teachers used.

I learned: that there are many ideas that teachers can use while teaching.

I was frustrated by: I didn't think we reviewed for the test but we should have done [illegible] [illegible].

I got the most out of: TOT's
lesson plans

I got the least out of: the activities in our text.

My greatest strength: making lesson plans. I enjoyed being creative & using [illegible] [illegible] (hands on)!

My weakness was: getting anything out of the activities in the text. I had to push myself to do them.

I recommend:

Summary of Statements

345 TOT Evaluation
Spring, 1987
125 Students Participated

On the whole, students felt the TOT laboratory helped to better understand class lectures by "seeing" discussed topics actually implemented in the classroom--TOT added a lot to the class, and the time spent in the lab was worthwhile. They felt it was beneficial to "directly" observe classrooms--it got them to start thinking.

Students felt 345 needs to be a 3-hour credit course because of the extra time spent in the lab.

Although the picture was fine, many wanted a wider view of what goes on--more of the room shown at one time. Also, because it was often difficult to hear, the lapel mike helped a great deal. Some felt N117 (lab room) was too small.

A major problem was scheduling time to view. Some felt taping would help (students could view at a convenient time), and having individual copies of schedules would also help.

Some students thought going to the TOT lab as a whole class for the first time around would be most beneficial. It was also suggested to meet the TOT teachers soon after the observation.

TOT and the module are valuable tools for reinforcing the course content. Instructors need to clearly explain, in class, the format desired for each particiular form before observing begins each time. The forms, themselves, need to be clearer, with more complete instructions.

There needs to be more room for writing on the forms. Some forms asked for too much information; more time was spent writing than actually observing, and students felt they missed much. At first, they had difficulty observing and writing; students felt it would be better to start with a simple observation where there was more observing and less writing, then do those forms that required more writing along with the observing. Others thought it would be better to observe and summarize--forms often seemed like busy work. Students felt there was a need to go over each TOT form in class before and after each TOT observation.

Having a facilitator in the TOT lab was quite helpful. The facilitator gave students some insights about the teachers and classes being observed, including some background information of what was happening and lessons being taught. She helped students focus on key areas, explained and gave suggestions for information students might be observing, pointed out things that might otherwise have been missed, and tried to answer questions posed by students.

Student Involvement

Students learned the importance of utilizing a variety of activities/techniques to facilitate student involvement. Although this was a good observation, there needed to be clearer guidelines for viewing--how to tell if a student was on or off task, if a student was thinking or daydreaming, etc.

There is a need of a different rating system. Students felt they spent too much concentrating on tallying, that they missed a great deal going on in the classroom. Tallying was confusing at first and it was difficult to keep track of the students because of the movement within the classroom.

Management

This assignment gave students an excellent opportunity to actually observe appropriate and inappropriate behaviors and how teachers responded. It helped to know what to look for, and was interesting to note how teachers view what is appropriate and inappropriate behavior in their own room.

This observation gave students many concrete ideas and techniques to use in dealing with behaviors in their own classroom. Having the students provide alternative suggestions was effective for creative thinking.

Students felt the need to see more disruptive classes, or a new teacher just establishing control.

Students thought the instructors needed to explain more thoroughly the alternative response suggestions--whether or not teacher was effective, what else (use additional rather than alternative) could have been said or done.

Questioning

This observation made students aware of how important good questioning is for stimulating students.

It was the hardest of all observation forms to complete becuase students needed to observe the right type of lesson or activity. Students felt an interactive video would have helped.

It was diffficult to look at prompting/probing, high/low, convergent/divergent, and verbal/nonverbal reinforcement all at once. Often had problems labeling types of questions--needed more in class practice. Some felt scripting unnecessary for they missed too much of what was going on.

Commmunication

The lab session coordinated well with the interactive video.

Students gained insight on the importance of communication in the classroom.

Some were unclear about scripting and felt the second page unnecessary.

Interoffice Communication

IOWA STATE UNIVERSITY
of Science and Technology

DATE April 28, 1987

TO
Dr. Tom Weible
Dr. Mary Hoy
Dr. Roger Volker
Ms. Marilyn Kimbrell

FROM
Donna J. Merkley

Attached please find an unsolicited review of El Ed 345 submitted by Mr. Dale Inman. Mr. Inman is currently enrolled in the course and has periodically offered suggestions for departmental curriculum improvement.

DJM:dp

TOT

Any education class is enriched by actual classroom observation and experience. The problem is to get the large number of people in a basic methods class like El Ed 345 into the classroom. In addition, how much will they get out of it with their very minimal knowledge of what to look for? Enter TOT.

The logistical problems of putting a large number of college students into the elementary school system is solved by bringing the classroom to the college. The limited knowledge of beginning education students is offset by the integration of classroom study into specific observation assignments. We read about it, study it, and then go observe it. Next we come to the single most important part of TOT, the facilitator.

Jenny Michaels is what ties it all together. She is in communication with the methods teachers and the TOT teachers. She knows what we're supposed to look for. She helps us when we need some guidance. She is able to give us the background of the teacher, daily lesson plans, information about the students, examples of student texts and student work, and her own observations about the class. She is herself most deserving of the title, Teacher.

So the program itself is excellent, but there are some areas that need improvement. These could generally be put under the category of representation. We see what are proboably the top five percent of the people in the profession. That's all well and good but, you can learn by watching average and poor teachers as well. I've never seen a serious disciplinary problem on TOT. Maybe I'd learn more about classroom managment if I saw two students in a fistfight or a student get up and start shouting at the teacher. Maybe I'd learn more about student involvment if I saw a classroom that had time on task behavior of only thirty percent. We don't see these behaviors with the calibre of teachers that we watch. It would also be interesting to see a classroom in the poorest section of DesMoines. How do you motivate a student who's only contact with books is school and who's goal is to follow Dad into the factory or his stepfather/mother onto welfare. We are seeing only fairly well supported if not rich schools. There are a lot of other kinds of situations that we could be exposed to by TOT. It is an excellent tool. It should be used to the fullest extent possible.

There is one last thing that could improve TOT and it is quite simple. It would give the students a better perspective if a poster was put up next to the screen showing the arrangment of the classroom and the location of the camera. It is sometimes difficult to see how all the physical aspects of the classroom fit together even with the facilitator's commentary.

Interactive Video

The interactive video modules are good for the same reason TOT is. You are exposed to actual classroom situations without leaving the college. It has the advantage of being taped so that the methods teacher can illustrate specific points. You can watch a section more than once and quite often get something more out of it the next time around. The self assessment by the classroom teacher adds a great deal. There is a great deal of room for improvement, however.

To begin with the taped segments of Dr.s Volkcer and Merkley cannot replace the facilitator. The video's advantage is that you can watch it anytime.

The first problem could be alleviated by taking care of the second problem - the equipment. Videotape is not well suited to this application. Laser disks are. The flow of the lesson is disrupted by the tape machine going back and forth. It takes too long. Disks would be much faster and smoother. It would also make it possible for many "help" loops to be efficiently programmed into the lesson.

On the present equipment, there are a couple of annoying things. Questions that scroll off the screen as the answers scroll on give me a headache. Could the text be compressed? Would it be possible to build in a command to recall the question to the screen? It is discouraging to have the computer ask you for a non-specific response and then tell you that you're wrong. If it asks for that kind of input, then there is no right or wrong answer.

As far as post observation assessment goes, the teacher self assessment is by far the most useful. Asking us to assess them is useless since only excellent teachers make it onto the module. That brings us to the same problem that TOT has - a lack of across the board representation.

It should be far easier to solve the problem on the video modules though. How about some tape of inner city classrooms in

Chicago? There's got to be some around. If not then make it. Expensive? Yes, but you only have to do it once, not every day like TOT. You get the idea.

Lastly I would like to see a better integration of the video into the classroom. Ideally the syllabus would be set up something like this:

Week 1: Assigned reading on Classroom Managment
Do related video assignment
Week 2: In class discussion on video and reading assigned
Assigned: TOT observation with emphasis on classroom managment
Week 3: Closure on Classroom Managment
Assigned reading on Communication
Communication video assignment

I do not mean to suggest a particular sequence of subjects, but I would like to suggest the integration of video and live observation, lecture, and discussion for each unit in the class.

Summary

This course is building me a excellent foundation for my later subject methods courses. The value of the course is multiplied by TOT and, to a lesser extent, the interactive videos. There are two improvements that I would suggest. First, the amount of work necessary to benefit from this course would be better suited to a three credit course. Second, there should be at least two contact days a week for lecture rather than one. A week is too long between discussions.

TOT Evaluation

Social Security # ____________

Spring, 1987 125 students participated in the evaluation	Student Involvement (Sievers 2nd)	Management (Switz 1st)	Management (Randolph 3rd)	Questioning (Saxton 5th)	Communication (Frazier 2nd)
The assignment was:	Very Clear Confusing 5 4 3.5 3 2 1 18 53 1 32 16 4 3.528	Very Clear Confusing 5 4 3 2 1 31 57 30 5 -- 3.926	Very Clear Confusing 5 4 3 2 1 46 45 26 4 2 4.048	Very Clear Confusing 5 4 3 2 1 24 50 36 12 2 3.632	Very Clear Confusing 5 4 3 2 1 34 43 37 6 1 3.851
The facilitator's presence was:	Very Helpful Not Helpful 5 4 3 2 1 58 46 19 1 -- 4.298	Very Helpful Not Helpful 5 4 3.5 3 2 1 53 50 2 17 1 -- 4.268	Very Helpful Not Helpful 5 4 3 2 1 48 49 22 4 -- 4.146	Very Helpful Not Helpful 5 4 3.5 3 2 1 39 45 1 33 6 1 3.924	Very Helpful Not Helpful 5 4.5 4 3 2 1 48 1 41 20 6 2 4.936
The Observation helped to synthesize course concepts about the topic:	Strongly Agree Strongly Disagree 5 4 3 2 1 26 63 27 8 -- 3.862	Strongly Agree Strongly Disagree 5 4 3 2 1 39 57 24 3 -- 4.073	Strongly Agree Strongly Disagree 5 4 3 2 1 50 52 15 6 -- 4.186	Strongly Agree Strongly Disagree 5 4 3.5 3 2 1 23 52 1 35 10 3 3.665	Strongly Agree Strongly Disagree 5 4 3.5 3 2 1 34 54 1 27 4 -- 3.987
Suggestions for Improvement:					

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

Dear Mrs Boyd,

I want to thank you for letting our 2451268 class observe you on Teacher on Television. I really enjoyed the activity where you had the students cut out a triangle, tear it into three pieces, and put it on a straight line, to reinforce the idea of a triangle being a 180 degrees. This activity really facilitated the students understanding of angles. Again, thanks for letting the 2451268 class observe you.

Sincerely,
Kathy M. Ewert

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

Dear Mrs. Boyd,

I want to thank you for first, letting us visit your classes and, second being such a good role model.

I was very impressed with your cooperative learning groups and the effective manner in which they ran.

I hope to be able to incorporate this kind of learning situation in my classroom someday.

Thank you,

Darci Evans

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

Dear Mrs Boyd,

Thanks so much for participating in the TOT program. I especially enjoyed observing your classroom and your own teaching techniques. I observed your Geometry class and how you incorporated Social Studies in with it. I really liked how you used the pottery and the quilt as visual aids and the overhead worked nicely too. Your questioning techniques were excellent and I especially liked how you got your students involved by having them work problems on their own paper and then explaining them on the overhead. I thoroughly enjoyed observing your teaching skills and your involvement with your students.

Sincerely,

Erin Wetzstein

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

Dear Mrs. Boyd,

I'd like to thank you so very much for letting us observe your classroom. I must admit, I even learned a few things from your geometry and social studies class.

I was pleased at the way you asked such open-ended questions to the children. One I remember is, "What are some inventions in this classroom?" After that you incorporated both geometry, history, and science in that little sentence.

You seem to truly care about your students both in academics and socially. This is a quality I truly admire!

Again, thank you for allowing us the privilege of watching you teach.

Sincerely,

Ann F Goodrich

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

Dear Mrs. Boyd,

Thank you for allowing us the opportunity of viewing your teaching skills and your classroom. You exhibited such a concise and interesting method of teaching in your geometry class. I particularly liked the way you had the students think about angles and consider their usage in their everyday lives. This makes students realize how all aspects of their education will be useful.

Thank you once again for presenting such a good example. It gives me something to look forward to as well as something to strive for.

Sincerely,

Mary Guffey

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

February 23, 1989

Dear Mrs. Boyd,

I would like to thank you for the wonderful TOT observation I made Monday, February 20. I really enjoyed your lesson on geometry.

You gave me the opportunity to see the difference longer wait time makes on a students response, and also effective use of high level questioning.

Again, I thank you for the opportunity of observing a wonderful example of how effective teaching is done!

Sincerely,

Tammy Kiger

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

Dear Mrs. Boyd:

I really enjoyed your questioning techniques. It was enlightening watching you use questioning skills that promoted cognitive thinking in the students. The students were enthused about the materials and seemed to yearn for more questions. Your use of questioning was a joy to watch. Thank you for allowing me the opportunity of such intimacy within your classroom.

Gratefully Yours,
Steven Conlan

IOWA STATE
UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

February 22, 19[illegible]

Dear Mrs. [illegible],

I would like to thank you for a very enjoyable Social Studies class which I attended on Wednesday February 22nd. The brainstorming your students did to compile the lists on pioneers was very impressive. So many of the students came up with ideas I had not even thought about. I also enjoyed how each of the students answered a question with a question which made the others to do a bit more thinking on the topic. I also enjoyed hearing the different essays the students read on a film they had seen. Although not knowing what the film was about I felt I had some knowledge of it after listening to the essays.

Thank you once again and thank you to your class for an interesting demonstration.

Sincerely,
Rita Knight

APPENDIX H. EL ED 245/268 COURSE INFORMATION

STRATEGIES OF TEACHING
El Ed 245

Instructor:	Dr. Donna Merkley
Office:	N105 Lagomarcino
Office Phone:	294-0661
Office Hours:	Posted

COURSE TITLE: Introduction to Elementary Education Teaching Strategies

Purchase: Text -- Cooper, T. M. et al. *Classroom Teaching Skills* (3rd Edition)
Manual -- El Ed 245/268 *Observation: Key to Experiential Learning*
Pocket folder

COURSE REQUIREMENTS

ATTENDANCE: Regular attendance is essential, as is promptness! For every class attended, 2 points will be earned. A total of 32 points may be accrued in this manner.

CLASS PARTICIPATION: Generally speaking, the benefit people derive from a course is directly proportionate to the amount of time, energy, work, and involvement they invest in a course. On the premise that involved students experience more learning and a higher quality of learning than uninvolved students, student participation is encouraged and highly valued. Consequently, students are expected to come to class with something to contribute. (Read the assignments!)

READING ASSIGNMENTS: The tentative schedule indicates the reading assignments. Small group work and written assignments relating to the required reading will be utilized on a regular basis. The reading assignments include completing written exercises in the text and responding to questions in the margins of the lab manual (El Ed 268). Have these completed prior to class.

TESTS: Four examinations will be given during the semester. See the syllabus for the scheduled dates.

GRADING SYSTEM: Based on the number of points from tests, quizzes, assignments and attendance accumulated throughout the semester, a percentage will be calculated and grades assigned in the following manner.

100 - 93% = A	77 - 73% = C	Exam I	50 points (approx.)
92 - 90% = A-	72 - 70% = C-	Exam II	50 points (approx.)
89 - 88% = B+	69 - 68% = D+	Exam III	50 points (approx.)
87 - 83% = B	67 - 63% = D	Exam IV	50 points (approx.)
82 - 80% = B-	62 - 60% = D-	Assignments	50 points (approx.)
79 - 78% = C+	59 - 0% = F	Attendance	32 points
		Quiz points	50 points

El Ed 268/245
Spring 1989

268 M 2-3		268 W 2-3		245 Th 10-12	
		*Jan 18	268 Overview	*Jan 19	245 Introduction (Text: 1, Manual: 1)
Jan 23	TOT (Intro) Mr. Pierce	*Jan 25	TOT Discussion Files assigned	*Jan 26	Setting & Resources (Manual: 2,3) and practice tapes
Jan 30	Tape (Resources)	*Feb 1	Tape Discussion	*Feb 2	Communication (Manual: 5) and practice tapes
Feb 6	TOT (Communication) Mr. Toot	*Feb 8	TOT Discussion	*Feb 9	Questioning (Manual: 6) and practice tapes
*Feb 13	**EXAM I**	Feb 15	TOT (Questioning) Mrs. Sievers	*Feb 16	Questioning (Text: 5) and TOT Discussion
Feb 20	TOT (Questioning) Mrs. Boyd	*Feb 22	TOT Discussion Roles assigned	*Feb 23	Communication (Text: 7)
*Feb 27	Role Playing Impl.	*Mar 1	Conference Tape	*Mar 2	Effective Teaching
*Mar 6	Motivation (Manual: 4)	*Mar 8	Motivation (Manual: 4)	*Mar 9	**EXAM II**
		SPRING BREAK			
Mar 20	TOT (Motivation) Mrs. Saxton	*Mar 22	TOT Discussion	*Mar 23	Motivation
Mar 27	TOT (Motivation) Mrs. Fosselman tape	*Mar 29	TOT Discussion	*Mar 30	Planning (Manual: 9) and demonstration tape
Apr 3	Planning Lab	*Apr 5	Planning Lab	*Apr 6	Planning
Apr 10	Lesson Plan Conferences	Apr 12	Lesson Plan Conferences	*Apr 13	Planning
Apr 17	TOT Mrs. Frazier	*Apr 19	**EXAM III**	*Apr 20	Planning/Management
*Apr 24	Tape (Rule Setting)	Apr 26	TOT (Management) Mrs. Moore	*Apr 27	Management
*May 1	Management Tape Assertive Discipline	May 3		*May 4	Management
*May 8	Curriculum Lab	*May 10	Curriculum Lab	*May 11	Evaluation

Name ____________________________________

El Ed 268

Possible Points	TASK	Earned Points
5	TOT (Introduction)	
3	Handwriting Lab	
5	Resources Tape	
10	TOT (Resources)	
10	Communication Tape	
5	Questioning Tape	
10	TOT (Communication)	
10	TOT (Questioning)	
10	TOT	
10	Motivation Tape	
10	TOT (Motivation)	
10	TOT (Motivation)	
3	Lesson Implementation Tape	
10	TOT (Management)	
5	Management Tape	
5	Curriculum Lab	
20	Professional Files	
5	Handwriting Assignments	
	Total possible Accumulated Points	

100 - 93% = A   77 - 73% = C
92 - 90% = A-   72 - 70% = C   89 - 88%
= B+   69 - 68% = D+
87 - 83% = B   67 - 63% = D
82 - 80% = B-   62 - 60% = D   79 - 78%
= C+   59 - 0% = F

Summary Sheet

Spring 1988

Name ______________________ Phone ___________ SS# ________________

El Ed 268

Possible Points	Lab Week	Earned Points	
3	Jan 21	_____	Orientation TOT
3	Jan 26	_____	Orientation TAMS
3	Jan 28	_____	Orientation/Discussion
10	Feb 2	_____	Setting & Resources: TAMS
10		_____	Setting & Resources: TOT Boyd
10	Feb 9	_____	Communication: TOT Lee
_____		_____	
10	Feb 16	_____	Questioning: TOT Randolph
_____		_____	
10	Feb 23	_____	Communication: TAM
_____		_____	
10	March 1	_____	Discussion Group
_____		_____	
10	March 8	_____	Questioning: Tape
10	March 22	_____	Motivation: TOT Saxton/Ulvestad
_____		_____	
10	March 29	_____	Motivation: TAM
10	April 5	_____	Management: TOT Sievers
_____		_____	
10	April 12	_____	Plannning: TOT Koester
_____		_____	
10	April 19	_____	Planning: Discussion Group
10	April 26	_____	Planning: Tape
_____		_____	Tape
10	May 3	_____	Management: TAM
10	May 10	_____	Evaluation: Discussion Group
Total _____	_____%	_____	

APPENDIX I. LIST OF PREPROPOSALS AND PROPOSALS SUBMITTED

List of Preproposals and Proposals Submitted

Agency	Title	Date	Amount	Status
Fund for the Improvement of Post Secondary Education (preproposal)*	Observing Teachers and Students in Diverse Classroom Settings Through the Technology of Television	1985		Accepted
Fund for the Improvement of Post Secondary Education (3-year proposal)**	Observing Teachers and Students in Diverse Classroom Settings Through the Technology of Television	1985	$462,407	Accepted
Apple Corporate Grant	EQUAL TIME: Students on Television Using Microcomputers to Develop Writing Proficiency	1987	$50,698	Rejected
Fund for the Improvement of Post Secondary Education (conference)	Teachers On Television. Host a conference on Observation in Teacher Education	1988	$7,992	Rejected
Fund for the Improvement of Post Secondary Education (3-year proposal)	National Dissemination of Teachers On Television	1988	$438,665	Rejected
Iowa Department of Education	Enhancing Preservice Teachers' Understanding of Mathematics and Science Instruction	1988	$10,000	Accepted
Iowa Department of Education	Clinical Observations Using Teachers On Television	1988	$15,000	Accepted
John D. & Catherine T. McArthur Foundation	Teachers On Television: Observation for Teacher Preparation	1988	$545,098	Rejected
U.S. West Communications	Teachers On Television	1988	$252,718	In Review
Winnebago Industries (Cycle Sat)	Teachers On Television	1988	Satellite Services	In Review

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*Preprosal leading to grant.

**Actual proposal for which reported funding was granted.

APPENDIX J. LISTINGS OF CONFERENCES AND PRESENTATIONS

Teachers On Television/FIPSE Dissemination Efforts
1985-1988

Publications

Books

Merkley, D. J. and Hoy, M. P., Observation: Key to Experiential Learning. 1987, Iowa State University Research Foundation.

Articles

Hoy, M. P. and Merkley, D. J. (1989). "Teachers On Television: Using Satellite Uplink of Live Classroom Proceedings Connecting Elementary Classrooms to Teacher Preparation Institutions." In Proceedings -- Pacific Telecommunications Connectivity: Users, Networks and Information Services, Honolulu, HI. pp. 470-472.

Jacobi, M. and Merkley, D. J. (1988, in review). "An Investigation of Preservice Teachers' Observation and Recognition of Teaching Behaviors via Teachers On Television (TOT) as One of Three Instructional Media." Submitted to The Elementary School Journal.

Merkley, D. M. and Hoy, M. P. (1988, in review). "Observation Training as a Component in Teacher Education." Submitted to the Journal of Teacher Education.

Volker, R. (1988). "Methods for Fostering Teacher Education Students' Reflective Analysis of Research on Teaching." In Images of Reflection in Teacher Education, Association of Teacher Educators, Reston, VA. pp. 32-33.

"Selecting Courses on a Computer Screen; Observing Teachers by Satellite," The Chronicle of Higher Education, May 4, 1988, p. A19.

Hoy, M. P. (1987). "Observation Opportunities for Rural Special Education." Rural Special Education Quarterly Vol. 8, No. 2.

Merkley, D. J. and Hoy, M. P. (1987). "Teacher on Television Project: Observation Opportunities to Increase Instructional Effectiveness of Preservice and Inservice Teachers". In Quality in Off-Campus Credit Programs: New Markets, Methods and Models, National Issues in Education, Vol. 23, 163-167.

Merkley, D. J. and Hoy, M. P., "Teacher on Television: A New Mode of Preservice Classroom Observation." Phi Delta Kappan, Vol. 66, No. 5, 1985, pp. 373-374.

Teachers On Television/FIPSE Dissemination Efforts
1985-1988

Conferences and Presentations

Regional

Teachers On Television. Regional Association of Teacher Educators Conference, May 5-6, 1988, Fargo, ND.

Teachers On Television. Northwest Association of Teacher Educators Annual Meeting, April 13-14, 1988, Spokane, WA.

Partnerships: The Preservice Component of Teacher Education and the Teachers On Television Concept. Minnesota Association of Colleges for Teacher Education State Meeting, October 8-9, 1987, Minneapolis, MN.

The Teachers on Television Concept in Action. Emporia State University, Blue Ribbon Task Force, September, 1987.

Enhancing observation skills of preservice teachers. Mid-America ATE Mini-Clinic, October 17, 1986, Columbia, MO.

Teacher on Television: Teacher Preparation in Reading. 13th Plains Regional Conference of the International Reading Association, November 8, 1985, Minneapolis, MN.

National

American Association of Colleges for Teacher Education. March 5, 1989, Anaheim, California. "A Model Collaborative Teacher Education Project."

Pacific Telecommunications Connectivity: Users, Networks and Information Services Conference. January, 1989. Honolulu, Hawaii. "Teachers On Television: Using Satellite Uplink of Live Classroom Proceedings Connecting Elementary Classrooms to Teacher Preparation Institutions."

American Association of Colleges for Teacher Education Annual Meeting, February 17-20, 1988, New Orleans, LA. "Teachers On Television."

American Association for Higher Education 1988 National Conference, March 9-13, 1988, Washington, DC. "Teachers On Television."

Association of Teacher Educators Annual Meeting, February 14-17, 1988, San Diego, CA. "Teachers On Television."

Teachers On Television: Technology meets education. Consortium of University Film Centers Conference, September, 1987, Tempe, AZ.

Using Observation to Enhance Language Arts Teaching Skills of Preservice Teachers. National Council of Teachers of English, March 26, 1987, Louisville, Kentucky.

Teachers On Television. Association of Teacher Educators, February 16, 1987, Houston, Texas. Distinguished Program in Teacher Education finalist presentation.

Teacher On Television: An innovative, collaborative initial teacher observation program. America Association of Colleges for Teacher Education Image Center, February, 1987, Atlanta, GA.

FIPSE Project Directors' Annual Meeting, December 4, 1986, Washington, D.C. "TOT Project Update."

National Issues in Higher Education, Quality in Off-Campus Credit Programs Ninth Annual Conference, November 3-6, 1986, Washington, DC. "Observation Opportunities to Increase Instructional Effectiveness of Preservice and Inservice Teachers."

Teacher On Television: A model for restructuring observation experiences. Teacher Education Division: Council for Exceptional Children Annual Conference, November, 1986.

Teacher On Television: Meeting the Holmes and Carnegie agendas. FIPSE Education Project Directors Meeting, October, 1986, Washington, D.C.

FIPSE Pre-Service Teacher Education Meeting, October 2, 1986. "Student Teaching: Integrating and Improving the Clinical Experience."

Teacher On Television, Technology into practice. 4th Annual Campus Satellite Systems Conference, May, 1986, Omaha, Nebraska.

Association of Teacher Educators, February 23, 1986, Atlanta Georgia. "Teacher on Television: New Opportunities for Teacher Preparation."

State

Iowa Educational Research and Evaluation Association, December 2, 1988, Des Moines, Iowa. "A Report on Collaboration Between School Districts and the University to Improve the Observation Skills of Preservice Teachers."

Iowa Parent Teacher Association State Meeting, October 29, 1988, Ames, Iowa. "Preparing Effective Teachers for Better Schools."

Storm Lake Community School District In-Service, August 31, 1988, Storm Lake Iowa. "Effective Teachers for Better Schools."

Share the Excellence with National State Teachers of the Year Workshop, July 9, 1988, Ames, Iowa. "Effective Teaching: A Research Response."

Boone-Story Reading Council, March 22, 1988, Ames, Iowa. "Teachers on Television: An Explanation.

University of Iowa, February 24, 1988, Iowa City, IA. "Teachers On Television."

Teacher On Television: Cooperative efforts of schools and Iowa State University in teacher preparation. Iowa Educational Research and Evaluation Association, November 7, 1986, Ames, IA.

Teacher On Television, Collaborative efforts with public schools and technology for teacher preparation. The Cutting Edge of Technology in Education, June, 1986, Des Moines, Iowa.

Teacher On Television: Technology into Practice. Fourth Annual Campus Satellite Systems Conference, May, 1986, Ames, Iowa.

Teacher On Television: New opportunities for rural teacher preparation. National Rural Teacher Education Conference, October, 1985.

Teacher Training: An Alternative Method for Providing Classroom Observation Experiences. Teacher Education Division, CED, November, 1984.

Other Presentations

--Iowa Association for Supervision and Curriculum Development	Presenter	May 1987
--Roland-Story School Board Meeting	Guest Speaker	April 1987
--Department of Education, Special Education (Des Moines, Iowa)	Presenter	March 1987
--Des Moines Public School Board	Guest Speaker	March 1987
--ISU Information Service/WOI TV (shown at half-time at ISU basketball games)	Interview	January 1987
--Ames Community School Board	Guest Speaker	January 1987
--KCCI TV, Des Moines, Iowa	MidDay Interview	November 1986
--Iowa Council for Exceptional Children (Johnston, Iowa)	Presenter	November 1986
--Iowa Educational Research and Evaluation Association meeting	Speaker	November 1986
--Teacher Education Division (CEC) Annual Conference	Speaker	November 1986
--Iowa State School Board Association Meeting (Des Moines, IA)	Speaker	November 1986
--FIPSE Teacher Education Cluster Meeting (Princeton, NJ)	Presenter	October 1986
--Ames Noon Lions	Guest Speaker	March 1986
--ISU Chapter Phi Delta Kappa	Guest Speaker	February 1986
--Story City Kiwanis	Guest Speaker	September 1985

APPENDIX K. JOURNAL ARTICLES

Teachers On Television: Using Satellite Uplink of Live Classroom Proceedings Connecting Elementary Classrooms to Teacher Preparation Institutions

Mary P. Hoy and Donna J. Merkley
Iowa State University
Ames, Iowa

1. Abstract

The authors describe a teacher preparation and in-service program which uses the satellite transmission of live elementary classroom proceedings to institutions nationwide for the purpose of classroom observation experiences. The model is described, results of research are reported and subscription offerings are reported.

2. RATIONALE FOR TEACHER OBSERVATION

Throughout the 20th century, observation has been a significant component in the fields of science, sociology, anthropology and education. As early as 1904, Dewey described the value of students who are preparing to become teachers observing experienced teachers working with children. More recently, Cohn, Kottcamp and Provenzo (1987) presented an argument for using observation to supplement preservice teachers (PSTs) expanding theoretical base with exposure to a variety of classroom teachers before assumption of a direct instructional role. Hoy and Merkley (1987) found that a majority of teacher preparation personnel surveyed agreed with the need for more systematic infused training in observation techniques which focus on pupil behaviors, teacher-pupil interactions and evolvement of lesson objectives.

Good and Brophy (1987) assert that observation techinques will assist practicing teachers to examine, extend and refine their own teaching style, as well as assist in their continued understanding of developmental differences. Teachers also use observation techniques to obtain information which facilitate decision processes for the determination of the effectiveness of curricula, educational programs and learning activities.

3. THE MODEL

Availability of sites often pose problems for teacher preparation institutions striving to provide observation activities. Factors of time, travel and cost limit observation opportunities to an area of proximity to a given university. Therefore, PSTs may not have exposure to a diverse set of observation sites. Institutions located in the Pacific region may be further constrained by a lack of diversity of classrooms available for field experiences and student teacher placement.

Teachers On Television (TOT) was designed as an efficient, economical method for large numbers of PSTs to observe real classrooms in diverse settings wherein experienced teachers interact with children. PSTs' observation experiences via live television eliminate the time and cost of students traveling to the classroom and also eliminate disruptions caused by in-class observers.

The live signal from a camera and ceiling microphones placed in selected public school classrooms (urban, rural and suburban settings, grades 1-8) is modulated and transmitted to the ISU observation center for 2 hours on 40 designated days each semester (8 classrooms broadcasting for 5 consecutive days). The signal is demodulated and displayed on a viewing screen for ISU preservice teacher observers. A faculty person at the receiving site controls the camera (pan, tilt and zoom) and serves as observation facilitator, prompting interaction among PST observers, responding to questions, and highlighting instructional techniques. The facilitator's comments and questions are mixed with the live classroom proceedings and for uplink from ISU to subscribing teacher preparation institutions nationwide. Current subscribers include The Ohio State University, Purdue University, University of Minnesota, Appalachian State University, University of South Dakota, Central Michigan University, and Northern Arizona University. Taping of the live signal at the receiving sites allows for delayed or repeated broadcasts. As the broadcast classroom events raise specific questions about curriculum or teaching procedures, observers' questions can be communicated to the broadcast teacher who responds at the opening of the next day's broadcast or during an end-of-broadcast interview ("week in review").

4. DEVELOPMENT OF OBSERVATION SKILLS

The TOT model encourages preservice teachers to develop skills in observing for the following components: classroom setting (impact on instruction); instructional resources implemented; motivation techniques; communication techniques; questioning techniques; management techniques; and instructional sequence and lesson implementation (Merkley & Hoy, 1987). The observation model is implemented in this order:

In Proceedings--Pacific Telecommunications Connectivity: Users, Networks and Information Services, 1989, Honolulu, Hawaii.

1. Purposes of observation in education and the theoretical background for each of the above components are presented in class. Assigned reading provides a research foundation for discussion.

2. Practice observations for each component take place in class as PSTs watch a videotaped lesson, then discuss the videotaped teacher techniques observed. For example, after PSTs read and discuss the research background for classroom motivation techniques, they watch a 20-minute, second grade writing lesson and orally complete an observation form on motivational strategies, citing examples from the tape. It is the instructor's responsibility during the discussion period to remind the PSTs how the focused teaching behavior fits into the larger scope of classroom events as well as how a specific teacher behavior will vary depending on the classroom context--grade level and subject matter.

3. The TOT broadcasts serve as a practicum or lab to apply observation skills. During the next five broadcast days, students observe the live classroom proceedings, focus on the given teacher behavior, and complete an observation form like the form practiced in class. The TOT facilitator in the lab operates the camera, responds to observers' questions, and comments on the proceedings. Examples from the PSTs' completed observation serve as a basis for further class discussion. Since PSTs observe the same teacher but not necessarily at the same time, follow-up class discussion can be focused on the influence of context on teacher behavior.

Specific observation assignments are integrated into subsequent content area methods courses in order to reinforce method's concepts and to extend and refine the students' observation skills practiced in the initial teaching methods course.

The development of teacher in-service materials is underway in the areas of questioning techniques and management techniques. Additionally, teacher in-service materials directed towards beginning teachers as they plan for the first week of school are being created.

5. IMPLICATIONS FOR THE PACIFIC REGION

Teachers On Television is planning to expand services to an international market. The State of Iowa is seeking ways to provide a cultural and educational exchange between Japan and Iowa schools. TOT is exploring the potential for an educational exchange between a Japanese elementary classroom and an Iowa elementary classroom using live satellite broadcasts. This type of exchange would become a model for other exchange sessions.

Institutions preparing teachers and schools providing teacher in-service in the Pacific region can also utilize TOT.

6. SUBSCRIPTION PROCESS

Institutions interested in receiving TOT for teacher preparation or teacher in-service contract with Iowa State University. Each participating institutions receives:

6.1. BROADCAST CONTENT

Each participating institutions receives:

Live broadcasts or videotapes of live broadcasts featuring 2 hours/day, 5 days/week, 8 weeks/semester of unedited curricular lessons from classrooms, 1st - 8th grades.

A pre- and post broadcast interview with the public school classroom teacher describing plans for the week and evaluating the lessons at the end of the sessions.

The agreement with participating institutions allows for repeated use of each broadcast for a two-week period. **All videotapes must be erased after 45 days.**

6.2. SUPPORTING MATERIALS

The following items are sent in support of the live broadcasts or videotapes.

A packet of materials featuring a description of the school, its community and the demographic information regarding the students daily schedule and tentative lesson plans; lists of published materials utilized; samples of teacher prepared materials; as well as copies of actual student permanent products will be sent to each subscribing institution prior to the scheduled broadcast. Actual lesson plans with goals and objectives will be included with the first tape of each broadcast sequence.

6.3. MANUAL

A manual, Observation: Key to Experiential Learning, is available ($15.00) for student purchase which surveys the research on observable effective teaching behaviors and provides observation forms to be used when observing TOT telecast tapes.

7. EVALUATION

Teachers On Television was named as one of three "Distinguished Programs in Teacher Education" in 1987 by the Association of Teacher Educations (ATE). Subscribing institutions report a variety of uses of TOT in their teacher preparation programs. John A. Pritchett reported in March 1988:

> We are in our fourth week of receiving the TOT program. Congratulations on both the technical quality and the quality of the programs. The lessons, to date, have been well-received by the teacher education majors and faculty here at Appalachian State University.

Research activities underway at Iowa State University and Purdue University will provide evidence of the effectiveness of the TOT model. Initial results indicate that:

> Students trained in observation utilize significantly more terminology and cite significantly more examples than do the control group. Analysis of the tabulations of students' descriptions of five separate teaching behaviors indicate a significant difference in favor of the experimental group reporting teacher behavior in two of the five areas (resource utilization, lesson implementation, questioning techniques, motivation techniques, and communications techniques).
>
> Students trained in observation were significantly more thorough and more precise in their description of the teacher's motivation techniques and lesson implementation than students who did not receive the training. Obviously, training had a powerful impact on students' performance. Observation training did not result in significantly greater student ability to describe the teacher's questioning techniques and communication or resources. Reading about and discussion of these teaching behaviors may be adequate PST preparation for recognition and description of these behaviors (Merkley & Hoy, 1988).

The study above reports the influence of observation training on PST's ability to recognize selected teaching behaviors. Data are now being collected on the ability of students in a previous study to apply these teaching behaviors in field experiences and student teaching experiences. Instrumentation has een developed to be used by the cooperating eacher, a trained observer, and the student im/herself to explore students' application f behaviors. These data will be compared ith data collected by the ISU Research Foundation or Studies in Education relative to graduates' erceptions of their preservice experiences d their experiences as practicing teachers nce graduation.

8. SUMMARY

e TOT program, developed for preservice teachers Iowa State University has been expanded serve students at eight universities. Prelimary research suggests the efficacy of the lel to develop students' ability to learn terminology, to recognize behaviors and to report specific examples of a behavior. Teachers On Television has potential for teacher in-service as well as a potential for international delivery to facilitate cultural and educational exchanges between students and teachers. The use of satellite technology provides a vehicle for linking educational institutions on the mainland of the United States with institutions in the Pacific region.

REFERENCES

Cohn, M. M.; Kottkamp, R. B.; & Provenzo, E. F. Jr. (1987). To be a teacher: Cases, concepts, observation guides. New York: Random House.

Dewey, J. (1904). The relation of theory to practice. In Education Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press.

Good, T. L. & Brophy, J. E. (1987). Looking in classrooms (4th edition). New York: Harper & Row.

Hoy, M. P. & Merkley, D. M. (1987). Teaching observation: A collegial venture. Unpublished manuscript.

Merkley, D. J. & Hoy, M. P. (1988). Observation training as a component in practicum experiences in teacher education. Submitted to The Journal of Teacher Education.

An Investigation of Preservice Teachers' Observation and Recognition of Teaching Behaviors via Teachers On Television (TOT) as One of Three Instructional Media

Michael Jacobi & Donna Merkley
Iowa State University

Teacher preparation programs typically include the study of teaching theories and related information that research has determined to be effective as well as opportunities for practical hands-on experience. Indeed, both aspects are a crucial part of teacher education; however, researchers have found that preservice teacher preparation often falls short of the goal of harmonizing educational theory and practice (McIntyre & Morrison, 1967; Sarason, Davidson, & Blatt, 1986; Tickle, 1987). Brophy and Good (1984) argue that teacher training programs seldom equip teachers with specific skills for analyzing and labeling classroom behavior. Many preservice teachers have little knowledge of what to look for and do not recognize specific teaching behaviors when they see them. Instead, programs have given teachers global advice without linking it to specific behaviors. This suggests that although teacher educators provide students with study and practice experiences, the link between the two has not been made.

Cohn, Kottcamp and Provenzo (1987) assert that observation experiences can supplement the preservice teachers' theoretical foundation of teaching behaviors before they assume a classroom teaching role. Indeed, the development of preservice teachers' skills in observing and interpreting classroom behaviors is supported by numerous educators (Cunningham, Bower & McGhee, 1984; Semmel & Thiagarajan, 1973; Phinney, 1982).

(In review) 1988.

These reseachers purport that not only should teacher training programs provide observational activities for students, but they must relate how teachers apply research-based concepts and behaviors in everyday teaching. Direct correlations between course content and the observed behavior of pupils and teachers should be drawn so that preservice teachers can better focus and infer what good teaching is (Bonar, 1986, p. 44).

A previous study determined that sophomore level preservice teachers' observation skills can be improved through training and varied observation experiences (Merkley & Hoy, in press). This study was designed to investigate the effects of different delivery systems on elementary education students' knowledge of teaching behaviors and skills in observing teaching behaviors.

Subjects

Subjects were elementary education students enrolled in a sophomore level teaching strategies course which precedes all content area methods courses and field experiences. A total of 100 students were assigned to three sections in a random fashion, according to the university scheduling service.

Design

The experimental procedure was based on a pretest-posttest control group design. Students receiving the interactive video and live telecasting treatments comprised the two experimental groups. Subjects who participated in the discussion group were considered the control group for this experiment. A true control group would not receive treatment; however, students could not be denied adequate instruction for the course, and thus, received treatment that the experimental groups did not. This treatment was an extension of regular class discussion, which subjects in all groups received, therefore, substantiating its function as a controlling factor.

The experiment was conducted for eight weeks, half the semester, which allowed sufficient time for the subjects to adapt to their assigned treatment. Subjects from all groups participated in a class lecture and discussion two hours per week. During this time, four major teacher behaviors were studied: use of setting and resources, motivation, communication, and questioning/involvement. All four behaviors were given equal attention, roughly four classtime hours. Although the course instructors jointly planned and coordinated each teaching segment, it should be noted that subjects from the different groups attended class lectures at different times and had different instructors. Students in each section were required to spend approximately two hours per week taking part in laboratory work.

Treatment

Students working with the interactive video system (N=34) were required to individually complete a module pair, consisting of an instructional portion and assessment portion, corresponding to the teaching behavior under study. Each portion could be completed in approximately one hour. The system was centrally located in the College of Education building and available for student use 44 hours each week. Each subject was designated a computer diskette, which stored his/her responses to the interactive segments imbedded in the computer program. Upon completion of each module student responses on the diskettes were printed out and submitted to the course instructor for feedback.

For the lab hours during the experiment, subjects from the other treatment group (N=30) watched live telecasts from four different public school classrooms for approximately two hours each week as their schedules permitted. Live proceedings from each of the four classrooms were telecast 9 a.m.-3 p.m. on five consecutive days to a viewing room in the Education building (30 hours each week)[1]. A faculty member in the viewing room operated the system and served as a facilitator by responding to observers' questions and commenting on the teacher's technique. This system has been coined the Teachers On Television (TOT) program and is used synonymously here with "live telecast." Students in this group viewed the live instruction, took notes on selected characteristics they observed for each teaching behavior under consideration, and submitted an observation summary to the course instructor for feedback.

Discussion group subjects (N=32) were randomly divided and assigned to groups of five or six members. During a weekly one-hour session, group members met to discuss research findings that had been lectured on during instructional classtime. Every member was required to complete an individual rating form which queried the students about the importance and practicality of the behavior being reviewed. At the end of a second hour session the group was required to come to a consensus regarding each issue and to fill out a group rating form. Each week a new chairperson was assigned to 1) initiate discussion about the teaching behavior, 2) guide and monitor the group dialog, 3) fill out the group rating form, and 4) collect and turn in individual and group rating sheets to the course instructor for feedback.

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[1] For more information about Teachers On Television (TOT), write:
Dr. Mary P. Hoy/Dr. Donna J. Merkley
Project Co-Directors
Teachers On Television
N108 Lagomarcino Hall
Iowa State University
Ames, IA 50011
(515) 294-1915

Instrumentation

Two assessment instruments were administered to all subjects during the first two class meetings of the semester in order to document their current observation skills and knowledge about teacher behaviors. Upon completion of the treatment the subjects were readministered these same assessment instruments. The only revision made was a rearrangement of questions on the 40-item multiple choice test to control for any test-retest confounding effects, maximizing the internal validity of the experiment.

Students' declarative knowledge of teaching strategies and behaviors was assessed by a 40-item multiple choice test, approximately 10 items per behavior (use of setting and resources, motivation, involvement and questioning and communication). Content for the items was derived from the course manual, Observation: Key to Experiential Learning (Merkley & Hoy, 1987).

A second dependent variable in the study was a written description of a 14-minute videotape of a classroom teaching episode that contained many elements of the four behaviors being studied. After showing the videotape an observation essay form was distributed containing instructions and criteria of completion. The three criteria established were to 1) note if the behavior was exhibited, 2) describe the behavior using "professional" terminology, and 3) describe an example from the videotape that exemplified that behavior. Headings of the four behaviors; setting and resources, motivation, questioning/involvement, and communication were printed on the evaluation form. Students were allocated four sheets of paper to complete their response and were instructed to use the backsides of the pages if necessary. At the end of the eight-week treatment period the instruments were readministered to students during two class periods.

Data Analysis

Each data set was analyzed by using a selected method, as shown in Table 1. Descriptive statistics, including frequency count, mean, and variance measures, were obtained for all data in the experiment. All statistical tests in the study were programmed and calculated using the *Statistical Package for the Social Sciences* (Norusis, 1983) and interpreted at the .05 level of significance.

(Insert Table 1 about here)

Objective test data

The data provided by the 40-item multiple choice test were subjected to statistical analyses to ensure the instrument's internal reliability and to detect differences between the different experimental groups. Standardized z scores were also tabulated in order to cross reference the information with data derived from the other instruments. Information from the pretest was analyzed to detect any differences that may have existed prior to implementation of the treatment.

A one way analysis of variance of the pretest scores according to the instructional methods was used. Duncan's multiple range test was included to show where differences would occur should any exist. A similar analysis of variance test was used to search for any differences in student posttest scores. The test scores were standardized, by subtracting student scores from the mean score, to allow the data to be compared against data from the other instruments.

Observation essay data

Students' written critiques of the videotaped teaching example were evaluated by the researchers and a trained outside rater using a content analysis approach (Weber, 1985). First, the three raters met to discuss application of content analysis techniques and developed critique rating forms. The raters then analyzed a small random sampling, approximately 5.0%, of the total essays. Three copies of each sample were given to the raters who independently scored points according to the criteria established. From this sampling of data, an analysis of variance test was conducted to determine if differences in analysis scores among raters could be detected. Once the interrater reliability of .80 was established, each rater was alloted 30 pre-assessment and 30 post-assessment observation essays to evaluate. All samples were randomly chosen from the experimental and control groups and randomly distributed to the raters. The name and section number of each essay was concealed to eliminate potential rater bias. The raters' analyses of the essays were tabulated and entered into the computer. The essay scores were transformed into standardized z scores using the techniques described earlier. A one way analysis of variance was run to search for differences between the groups for both pre- and post-assessment data. Duncan's multiple range test was attached to the analysis of variance procedure to detect where existing differences occurred.

One of the objectives of the study was to determine if the characteristics of the different instructional methods utilized produced a difference in student knowledge gains. Student gain scores, according to treatment groups, from the objective test were used in a one way analysis of variance test to determine if differences in student knowledge were present.

Another objective of this study was to determine if the different instructional treatments produced a difference in student knowledge gains, as measured by an observation essay. Gain scores from the observation essay were used in a one way analysis of variance test to determine if differences in student knowledge were present, across the treatment groups.

Another goal of the study was to determine if scores on the objective multiple choice posttest correlate to the post-observation essay scores, according to treatment groups and to determine if the different treatment the students received related to their gain scores as measured by 1) the multiple choice test, and 2) the observation essay. A paired T-test of correlation was conducted to discover if any significant coefficients existed between average gain scores from different treatment groups.

RESULTS

Objective Test

The data from the 40-item multiple choice instrument were analyzed to reveal differences in pre- and posttest scores, then student gain scores were calculated and tested for differences. A Kuder-Richardson test, to check the consistency of this assessment instrument, revealed a reliability coefficient of .75.

Table 2 shows the group mean score and the percent of accuracy for both pre- and posttests, according to treatment group. Average scores on the pretest were almost the same for each treatment group, indicating that the initial state of student knowledge about the four teacher behaviors was similar. Results of a one way analysis of pretest scores supported the supposition that student test scores did not significantly differ between treatment groups (Table 3). The test produced an F-ratio of .3990, which was not significant at the .05 level of confidence; indicating that no significant difference in student knowledge existed among the groups at the outset.

(Insert Tables 2 & 3 about here)

Scores from the 40-item objective posttest indicate that students participating in the live telecast treatment group fared the best, obtaining an average score of 29.85, a 75% accuracy rate. Subjects from the group discussion treatment had a mean score of 27.73, 69% correct, while interactive video participants' average score was 26.44, or a 66% level of accuracy. A one way analysis of variance testing for differences in posttest scores among the groups produced an F-ratio of 3.8426 (Table 4). This was proven to be a significant difference when tested at the .05 level of confidence. Duncan's multiple range test revealed that a meaningful difference occurred between scores from the live telecast treatment group and scores from both group discussion and interactive video treatment groups. Students from the live telecast group scored significantly higher than students from the group discussion and interactive video treatment group.

(Insert Table 4 about here)

Student gain scores in knowledge and comprehension of the four teacher behavior concepts studied in the course during the 8-week experiment were computed, using results from the objective pre- and posttest. Scores from the pre- and posttest were converted into standardized z-scores to ensure equivalence of the data across the groups. Findings from a one way analysis of variance report that a significant difference in gain scores was evident (Table 5). An F-ratio of 4.8537 was tabulated from the data, producing a meaningful difference when measured at a .05 and .01 level of confidence. A difference in gain scores occurred when subjects in the live telecast group were compared with the other two groups, as reported by Duncan's multiple range test.

(Insert Table 5 about here)

Observation Essay

Table 6 shows the pre and post observation essay group mean scores, as well as gain scores. Students in the interactive video and live telecast treatment groups had similar pre-observation scores (30.60 and 33.93, respectively). However, the group pre-assessment mean score for students in the group discussion treatment, at 38.93, was higher than the average scores of the other two treatment groups. A one way analysis of variance test produced an F-ratio of 4.0780, which was significant at a .05 level of confidence (Table 7). Duncan's multiple range test showed that the average score of students in the group discussion treatment group was significantly higher than the average score of students experiencing the interactive video treatment. Although a pre-treatment inequity in students' ability to view teacher behaviors and construct a written response existed among the treatment groups, no action was taken to reorganize the groups, due to scheduling and time constraints.

The post treatment observation essays were analyzed in the same manner as the pre-assessment essays. A frequency count for the occurrence of related concepts, terminology, and examples was tallied for use with quantitative testing procedures. Table 7 lists the group mean post treatment essay scores and gain scores.

(Insert Tables 6 & 7 about here)

The findings suggest that students from the live telecast group had significantly higher gain scores than students from the other two treatment groups. Students who participated in the live telecast treatment produced an average post observation essay score of 64.07, much higher than the mean scores of the group discussion (55.81) or interactive video (48.51) treatment groups. A one way analysis of variance showed that students from the live telecast group scored significantly better on the post treatment essays, and, as a result, outgained the average score of students from the other two groups by a meaningful margin. The F-ratio from the post essay analysis was 7.8795, significant at a .01 level of confidence (Table 8). Results from Duncan's multiple range test verified that a difference between mean group scores occurred between the live telecast group and the other groups.

Findings from a oneway analysis of variance test of standardized observation essay gain scores are listed in Table 9. Student average scores from the interactive video and group discussion treatment groups showed similar gains, 17.91 and 17.42, respectively. The average group gain score for students in the live telecast group was a 30.14, 12 points greater than the other two groups. An F-ratio of 5.85 was calculated to be significant at a .01 level of confidence. Duncan's multiple range test confirmed that a difference between the live telecast group and the other two treatment groups existed.

(Insert Tables 8 & 9 about here)

Combined Data Analysis

Data obtained from the knowledge and essay assessment instruments were used to investigate if average student increases in performance on the multiple choice test were congruent to their increased capability to observe and recognize behaviors and communicate their thoughts in an essay format. Student gain scores for both instruments were converted to standardized z-scores to ensure an equivalent base measure for all individual scores in the specified treatment group.

A paired T-test of the standardized gain scores produced correlation coefficients which were utilized to determine if a relationship could be detected. Table 11 shows the difference mean of the two gain scores, the corresponding correlation coefficients and probability, according to treatment group. The live telecast difference mean was higher than the other two treatment groups because student gain scores from this treatment were greater. However, a correlation coefficient of .080 suggests that there was no evidence to support the existence of a relationship between objective test gain scores and observation essay gain scores. Correlation coefficients for student gain scores in the group discussion treatment were similar to the live telecasting group and tested at .089 (Table 12). This finding provides no evidence of an existing relationship between student gain scores, as measured by the two instruments, for students who participated in the group discussion treatment. Finally, student gain scores from the interactive video treatment group produced a negative coefficient of -.118. This finding implies that no relationship exists between student objective test gain scores and observation essay gain scores for subjects participating in interactive video treatment.

CONCLUSION AND DISCUSSION

The goal of this study was to investigate the effects of these instructional delivery systems on preservice teachers' understanding and application of teacher behaviors.

Objective test

Statistical results from the 40-item multiple choice instrument did not detect any significant differences in student knowledge of specific teacher behaviors among the three groups prior to treatment. It was concluded that entry knowledge of the four teacher behaviors was equal among the three treatment groups and would not confound the study.

The posttest did show a meaningful difference in mean scores between the live telecast group and the group discussion and interactive video groups. Students who participated in the live telecast treatment scored significantly higher on the posttest than subjects from the other treatment groups. As a result, student gain scores from the pretest to the posttest were also significantly higher for the live telecast group.

No particular circumstances could be attributed to the live telecast students for scoring higher than students from the other two groups since the course manual was utilized in all three sections; however, some extraneous variables may have interceded. The course, in which this study was conducted, was structured to be used with live telecast technology. As a result, the course manual Observation: Key to Experiential Learning was developed and written to be used with live classroom observation. Although students from every treatment group used the same manual, it was, in fact, designed for students who participated in the live telecasting. A factor which may have contributed to differences in scores was differing instructors among the three treatment groups. The lecture and study techniques of the instructor for the live telecast may have better prepared the students for the objective test than the instructor of the two treatment groups.

Observation essay

Student pre-observation critiques of a 14--minute videotaped teaching sequence were found to have significant differences. Specifically, students from the group discussion treatment outscored students assigned to the interactive video treatment by nearly 10 points. Students who were assigned to the live telecast treatment did not significantly differ from either group. Results from these tests suggest that students in the group discussion treatment either 1) had a better understanding of teacher concepts as they apply to live instruction, and/or 2) were better able to communicate their ideas, as compared to students in the interactive video treatment group.

Findings from the observation post assessment also found a significant difference in group average scores. Students from the live telecast group posted an average score of 64.07, while students from the interactive video and group discussion treatments scored an average of 48.51 and 55.87, respectively. An analysis of gain scores showed that subjects who participated in the live telecast significantly outscored the other two treatment groups. Although group discussion students averaged over six points higher on the pretest than subjects in the live telecast group, main gain scores showed that group discussion students were outgained by the live telecast group by 15 points. This indicates that viewing live instruction had a positive effect on students' ability to observe and critique specific teacher behaviors as exhibited by practicing teachers. However, the interactive video students, who also viewed instruction on videotape, produced average gain scores similar to group discussion students.

Results derived from this assessment instrument imply that students who participated in the live telecast could better extract and describe theoretical teacher concepts from a taped instructional sequence than students from the other two groups. It might be thought that group discussion participants were not expected to score as well on the observation or on videotape. However, the large difference in student scores between the live telecast and interactive video treatments were unexpected. Some explanations for this difference may include: 1) the attributes of each system as they were used in the course, and 2) the functional status of the systems.

Live telecasting, a passive form of instructional media, did not require users to interact with the system. However, the TOT live telecasts used in this teaching strategies course has an individual to control camera movement, highlight techniques, and respond to student questions. This human interaction countered the lack of interaction that normally accompanies live telecast systems. Moreover, the personal explanations given to live telecast students, often in answer to their questions, provided a highly personalized response system, superior to that an interactive video system could produce.

An attribute of the interactive video that may have provided a disadvantage for students is related to observation content. Students who were participating in the interactive video treatment were shown focused effective and ineffective examples of the behavior being studied at that particular time. A new set of interactive modules focusing on a specific behavior were used for each bi-weekly session to provide samples of that behavior. The live telecast, on the other hand, used a more eclectic approach in observing for the behaviors. Students were not explicitly shown the concepts under study, but were guided to abstract the behaviors from regular classroom instructional lessons. Although an increased chance of error and misunderstanding existed, it enabled the students to better understand the behaviors and how they interact in the whole teaching process.

A third explanation may be related to similarities inherent in live telecasting and the videotaped teaching scenario that do not apply to the other to treatments. Perhaps the most noticeable likeness of the two mediums was the linear fashion in which the teaching sequences were shown. The interactive video treatment used short, condensed segments of a variety of teachers that exhibited a particular behavior, whereas the live telecast and the assessment videotaped teaching scenario involved live, unedited instructional lesson(s) of one teacher. Perhaps the longer, uninterrupted lessons provide the viewer a continuity more amenable to analysis than the short segments on tape. The chaining of brief taped segments might have created a disconnected picture of a "teaching behavior."

The study attempted to determine if student knowledge and comprehension, measured by the objective assessment instrument, related to teacher observation and behavior recognition skills, as measured by the observation essay. Findings suggest that no relationship existed between student gain scores when tested with the two instruments. This provides evidence that obtaining declarative knowledge about teacher behaviors is different than acquiring procedural knowledge. Declarative knowledge entails recitation of facts, definitions, and concept meanings, often tested by multiple choice, true/false, or short answer questions. Procedural knowledge includes use of skills and applicable techniques in relation to concepts and are measured by performance, or written or verbal recital of a process.

An important issue raised by exploring possible relationships between gain scores from these instruments was not that no relationship was found, but that these tests may measure different aspects of student knowledge. Information provided by both instruments is useful in the assessment of student progress when studying research-based teacher behaviors, regardless of the type of delivery system utilized in the course.

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Table 1. An overview of data sets[a] and analysis methods used in the study

	Data Set		
	Objective Test	Observation Essay	Combined
Method of Analysis	Descriptive Statistics	Descriptive Statistics	Paired T-Test
	Oneway ANOVA	Oneway ANOVA	Pearson Product Moment Correlation
	Duncan's Multiple Range Test	Duncan's Multiple Range Test	

[a] Data set refers to information obtained by the different assessment instruments and the combination of that information.

Table 2. Group means scores from the objective test

Treatment Group	Pretest		Posttest	
	Mean Score	% Correct	Mean Score	% Correct
Interactive Video	18.00	45	26.44	66
Live Telecast	17.13	43	29.85	75
Group Discussion	18.41	46	27.73	69
Overall	18.01	45	28.66	72

Table 3. Oneway analysis of variance of the objective pretest scores

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	2	11.01	5.50	.3990	.6721
Within groups	92	1268.72	13.79		
Overall	94	1279.73			

Table 4. Oneway analysis of variance on the objective posttest scores

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	2	171.86	85.93	3.8426	.0248*
Within groups	97	2169.13	22.36		
Overall	99	2340.99			

*Significant at a .05 level of confidence.

Table 5. Oneway analysis of variance of the objective test gain scores

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	2	201.58	100.79	4.8537	.01**
Within groups	91	1889.65	20.77		
Overall	93	2091.23			

**Significant at a .05 and .01 level of confidence.

Table 6. Group mean scores on the observation essay

Treatment Group	Pretest	Posttest	Gain
Interactive Video	30.60	48.51	17.91
Live Telecast	33.93	64.07	30.14
Group Discussion	38.93	55.81	17.42

Table 7. Oneway analysis of variance of observation essay pretest scores

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	2	965.79	482.89	4.0780	.0202*
Within groups	89	10538.94			
Overall	91	11504.73			

*Significant at a .05 level of confidence.

Table 8. Oneway analysis of variance of observation essay posttest scores

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	2	3625.38	1812.69	7.8795	.0007**
Within groups	88	20244.44	230.05		
Overall	90	23869.84			

**Significant at a .05 and .01 level of confidence.

Table 9. Oneway analysis of variance of observation essay gain scores

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	2	3008.06	1504.03	5.85	.0041**
Within groups	86	22092.41	256.89		
Overall	88	25100.47			

**Significant at a .05 and .01 level of confidence.

Table 10. T-test results for the correlation between objective test gain scores and observation essay gain scores

Treatment Group	Difference Mean	Correlation Coefficient	Probability
Interactive Video	8.721	-0.118	0.550
Live telecast	18.900	.080	0.687
Discussion group	8.7714	.089	0.642

Observation Training as a Component
in Teacher Preparation

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Submitted to The Journal of Teacher Education, August 1988.

Abstract

The authors present support for infusing observation experiences into preservice teacher preparation programs. Data on student performance suggest that observation training improves preservice teachers' ability to describe, with examples, selected teaching behaviors during instruction. Sophomore level students trained in observation were significantly more thorough and more precise in their description of motivation techniques and lesson implementation than were students who read and discussed only.

Observation Training as a Component in Teacher Preparation

Historically, observation procedures have been central to the fields of science, sociology, anthropology and education. As early as 1904, Dewey noted the value of preservice teachers observing experienced teachers working with children. Semmel and Thiagarajan (1973) suggest that observation and interpretation assist students of education in internalizing terminology for discussing teaching-learning interactions, thereby facilitating their professional communication skills. The ability to observe and interpret children's behavior is essential for any career involving direct, daily contact with children (Phinney, 1982). Cunningham, Bower and McGhee (1984) indicate that skills in observing and interpreting teachers' and children's behavior will develop future teachers' awareness of the dynamic nature of classroom interaction, teaching strategies, physical facilities, and other critical classroom variables. The argument for using observation to supplement preservice teachers' (PSTs') expanding theoretical base with exposure to as many aspects of classroom teaching as possible before they assume part of the classroom teaching role is presented by Cohn, Kottcamp & Provenzo (1987).

These authors advocate providing observation experiences during teacher preparation as a means for going beyond PSTs' own past school experiences. They claim that observation at an early stage in teacher preparation is crucial for a variety of reasons.

-- PSTs may assume that they understand what classroom life is like because they have been a student for many years. However, this is not adequate preparation for teaching because, in their academic experience, students in education have been the target of teachers' efforts.

-- What students have learned about teaching has very likely accumulated without considering the theory underlying teachers' decisions and actions. Therefore, observation during teacher preparation provides PSTs with the opportunity of going beyond their own schooling.

-- Observation of a variety of teaching styles during their preparation will help PSTs to define their professional philosophy. For example, they can determine which observed instructional, managerial, motivational techniques "fit" with their emerging professional philosophy.

The current study was conducted to determine the effects of observation training on the observational and analytical skills of sophomore-level preservice teachers. The purpose of this assessment was to determine if student recognition of and description of teaching behaviors as they appear in an actual teaching situation were better for students trained in observation than for students who received no training.

Method

Subjects

The 53 subjects in the study were undergraduate preservice teachers enrolled in an introductory sophomore-level "strategies in teaching" course. Students were assigned to one of two sections in a random fashion, according to the university scheduling service.

Procedure

Subjects in both sections participated in a class lecture and discussion two hours per week during the semester. Using a textbook and handout materials for background information, five teaching behaviors were among the classroom concepts studied: resource utilization, lesson implementation, questioning techniques, motivation techniques, and communication techniques. It should be noted that although instructors jointly planned coordinated teaching materials, subjects in each group attended class lecture at different times and had different instructors. Students in the control group (N=25), participated in class lecture and discussion of each teaching behavior, reading additional material about the teaching behavior at self-assigned time for follow-up class discussion. Class lecture and discussion for students in the experimental group (N=28) included watching a videotaped lesson for a particular teaching behavior and then discussing the teaching behavior, citing examples from the tape. During the next week, students spent an hour of self-assigned time (between 9 a.m. and 3 p.m.) in the Teachers On Television (TOT)* observation lab where five days of live proceedings from each of eight different public school classrooms were broadcast to campus during the semester. Notes from the PSTs' TOT observation served as a basis for discussion at the next class meeting. This procedure was followed for each of the five teaching behaviors.

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At the end of the term, each group viewed a 20-minute videotaped first grade math lesson containing many elements of the five behaviors studied and wrote a description of teaching behaviors exhibited during the teaching episode. Instructions and criteria describing how to complete the essay were given. Students were asked to 1) note if the behavior was exhibited, 2) describe the behavior using specific terminology and 3) cite an example from the videotape that exemplified that behavior. Headings for the behaviors were printed on the response form. Students were allocated three 8½ x 11 pages to complete their responses and were instructed to use the backside of the pages if necessary. Due to the length of the videotape and the density of interactions, students were encouraged to take notes. When the videotape ended, students had a maximum writing time of 45 minutes.

Scoring

A course instructor and an independent rater with training in observation techniques analyzed students' written descriptions of the videotaped lesson to determine students' ability to: (1) generate a general description of the teaching behavior, (2) utilize specific terminology in the description of the five teaching behaviors, and (3) cite an example from the videotape. Frequency counts for the occurrence of concepts, terminology and examples were tabulated. The tabulations reflected higher scores for student descriptions containing coursework terminology and examples from the videotape (Figure 1). For example, a student's description "She prefaced the lesson by telling the children how important this lesson is." was considered general and a reflection of the idea (concept) of communicating the objective and was scored 1; whereas the description "When she introduced the lesson she gave background and communicated the importance of the objective to the children." was considered more precise, reflecting both the concept and terminology and was scored as 3. The description "She communicated her expectations and objective with her very first sentence--'Today we are going to learn to add two-digit numbers.' They were told why they needed to know it, 'Because you will do this in second grade.'" was considered thorough and precise, including concept, terminology and example and was scored as 6.

Insert Figure 1 here

Each rater evaluated all 53 written descriptions. The frequencies resulting from the analyses were tabulated for use with qualitative testing procedures.

Results

Means of the raters' tabulations across all five behaviors are reported for the two groups in Table 1. The results indicate that the two groups were similar in their ability to report in general (concepts) about the five teaching behaviors. While the experimental group scored higher than the control group (X=11.1 and 9.9, respectively), there was not a significant difference between the groups' ability to relate concepts. The data suggest that students trained in observation were more precise and thorough in their description of the teaching behaviors as measured by their ability to include coursework terminology and examples from the videotape in their descriptions.

Students in the experimental group produced a significantly higher terminology score than did the control group ($X=19.4$ and 11.2, respectively, $t=3.08$, $p < .01$). Over all five teaching behaviors the experimental group included a significantly greater number of examples from the videotaped lesson than did students in the control group ($X=29.1$ and 16.8, respectively, $t=2.08$, $p < .01$). When the frequency tabulations were combined for all three areas--concepts, terminology and examples--across all five teaching behaviors, the experimental group achieved significantly higher scores ($X=59.6$) than did the control group ($X=37.9$) ($t=2.94$, $p < .01$). The results suggest that training in observation skills results in significantly better ability to describe observed teaching behaviors.

Insert Table 1 here

Analysis of the frequency tabulations for each behavior, as reported in Table 2, indicates that observation training produces significantly greater ability to recognize, communicate and document teacher behavior in two of five areas: motivation techniques and lesson implementation. The descriptions written by students in the experimental group ($X=15.0$) were more thorough and precise than the control group ($X=7.4$) when describing the videotape teacher's motivational techniques ($t=3.19$, $p < .01$). The scores from the experimental group's descriptions of the teacher's lesson implementation were also significantly higher ($X=20.9$ and 12.2, respectively, $t=2.03$, $p < .05$). Although the means for the experimental group were higher than the means for the control group with regard to the teacher's questioning and communication behaviors, there was not significant difference.

Insert Table 2 here

Discussion

The study was designed to explore the effect of observation training on preservice teachers' ability to describe with terminology and examples teaching behaviors in five areas: resource utilization, lesson implementation, questioning techniques, motivation techniques, and communication techniques. The data totaled over all five teaching behaviors indicate similar ability in students recognition of general concepts. This might be expected if groups and instruction are equal since concepts are taught through lecture and reading and not through observation.

The results suggest that students trained in observation utilize significantly more terminology and cite significantly more examples than do the control group. Total frequency data would suggest that, in general, students in the experimental group were better observers. Analysis of the tabulations of students' descriptions of the separate teaching behaviors, however, imdicate that to be an overgeneralization. These totals are significant in favor of the experimental group due to the experimental group's superior scores in reporting teacher behavior in two of the five areas.

Students trained in observation were significantly more thorough and more precise in their description of the teacher's motivation techniques and lesson implementation than students who did not receive the training. Obviously, training had a powerful impact on students' performance. Observation training did not result in significantly greater student ability to describe the teacher's questioning techniques and communication. Reading about and discussion of these teaching behaviors may be adequate PST preparation for recognition and description of these two behaviors. The videotape used in the study may have provided fewer instances of the teacher's questioning and communication behaviors in relation to the teacher's motivation and lesson implementation. The low means for resources (X=1.4821 and 1.3200, respectively) suggest that the videotape contained too few examples in this area or that students in both groups felt less confident describing this behavior. Another suggestion for the low means may be that this area of teacher behavior is less important to students than other areas. Students were, perhaps, asked to describe too many behaviors.

This study reports the influence of observation training on PSTs' ability to recognize selected teaching behaviors, data are being collected on the ability of students in this study to apply these teaching behaviors in field experiences and student teaching experiences. Instrumentation has been developed to be used by the cooperating teacher, a trained observer, the student him/herself to explore students' application of behaviors. These data will be compared with data collected by the ISU Research Institute for Studies in Education relative to graduates' perceptions of their preservice experiences and of their experience as practicing teachers since graduation.

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Table 1. Mean tabulations across all five behaviors

	N	Mean	Standard Deviation	T-value
Concepts				
Experimental	28	11.0714	4.240	1.17
Control	25	9.9000	2.850	
Terminology				
Experimental	28	19.4286	11.961	3.08**
Control	25	11.2000	7.118	
Example				
Experimental	28	29.1429	17.942	3.08**
Control	25	16.8000	10.677	
Total				
Experimental	28	59.6429	33.258	2.94**
Control	25	37.9000	19.552	

**p < .01.

Table 2. Mean scores for six instructional concepts

	N	Mean	Standard Deviation	p
Resources				
Experimental	28	1.4821	2.039	.40
Control	25	1.3200	.644	
Lesson Implementation				
Experimental	28	20.8571	19.065	2.03*
Control	25	12.2200	11.279	
Questioning				
Experimental	28	13.6607	12.403	1.31
Control	25	9.6600	9.718	
Motivation				
Experimental	28	14.9643	10.352	3.18**
Control	25	7.3600	6.879	
Communication				
Experimental	28	7.8571	7.537	.68
Control	25	6.3800	8.205	

*p < .05.

**p < .01.

OBSERVATION TALLY SHEET

RESOURCES

Concept	Terminology	Example	
			Variety
			Quality
			Execution
			Selection

(x1) (x2) (x3) _____ Total

LESSON IMPLEMENTATION

Concept	Terminology	Example	
			Anticipatory Set
			Objective Communicated
			Input
			Model
			Check
			Guide Practice
			Independent Practice
			Closure

MOTIVATION

Concept	Terminology	Example	
			Expectations
			Involvement
			Success
			Enthusiasm
			Praise

(x1) (x2) (x3) _____ Total

QUESTIONING

Concept	Terminology	Example	
			Convergent
			Divergent
			Redirection
			Prompt
			Probe
			Wait-time I, II

(x1) (x2) (x3) _____ Total

COMMUNICATION

Concept	Terminology	Example	
			Verbal
			Non-Verbal
			Clarity

(x1) (x2) (x3) _____ Total

Figure 1. Observation tally sheet

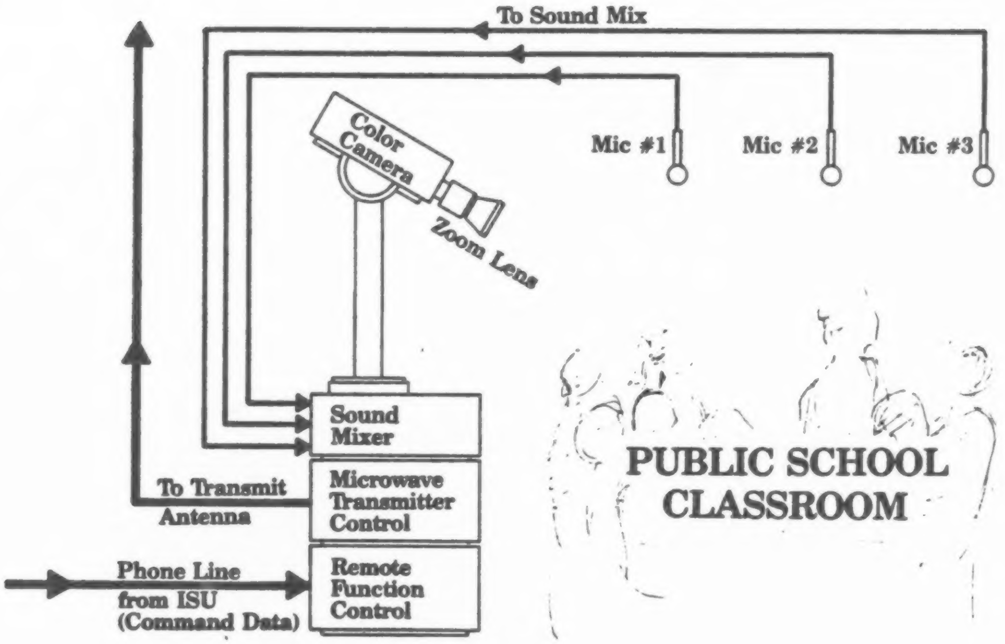
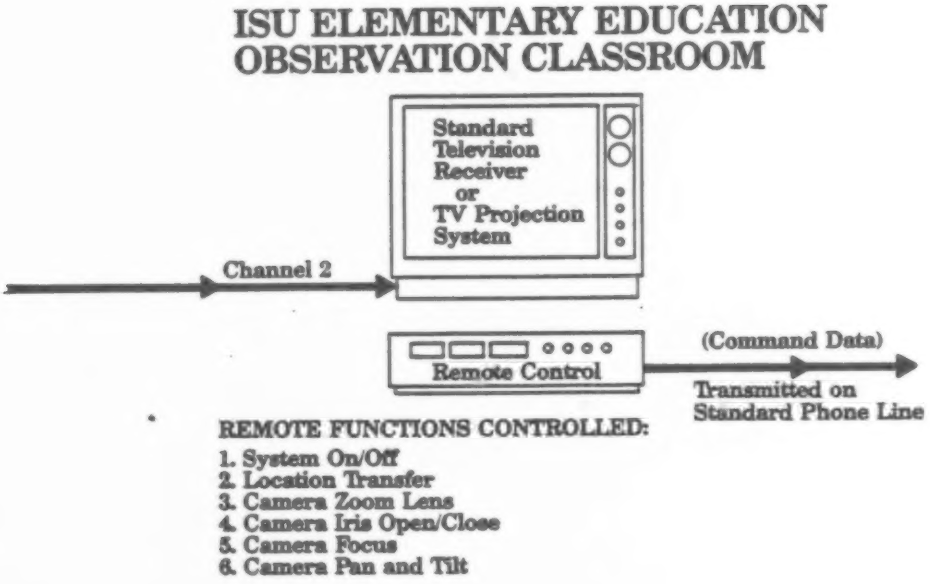

To Sound Mix
Color Camera
Zoom Lens
Mic #1
Mic #2
Mic #3
Sound Mixer
To Transmit Antenna
Microwave Transmitter Control
Phone Line from ISU (Command Data)
Remote Function Control
PUBLIC SCHOOL CLASSROOM

Figure 1. Broadcast classroom



ISU ELEMENTARY EDUCATION
OBSERVATION CLASSROOM
Standard
Television
Receiver
or
TV Projection
System
Channel 2
Remote Control
(Command Data)
Transmitted on
Standard Phone Line
REMOTE FUNCTIONS CONTROLLED:
1. System On/Off
2. Location Transfer
3. Camera Zoom Lens
4. Camera Iris Open/Close
5. Camera Focus
6. Camera Pan and Tilt

Figure 2. ISU observation classroom

METHODS FOR FOSTERING TEACHER EDUCATION STUDENTS' REFLECTIVE ANALYSIS OF RESEARCH ON TEACHING

Roger Volker
Iowa State University

While preservice teachers are not clinically supervised in the strict sense, there are still opportunities for working with them under controlled conditions to guide their practice. One of these opportunities involves the observation of classroom teaching. Although the observation process is only one of many activities in teacher education where reflectivity could be applied, we chose it for two reasons. It could be used early in a student's program, and it could serve as a means of developing sensitivity to a variety of teaching behaviors and to research on those behaviors. To overcome the logistics of sending students to classrooms to observe, the College of Education at Iowa State University is currently " . . . bringing the classroom to the students. . ." by using two substitute methods: (1) live TV transmission from several schools in the area, and (2) interactive videotapes.

Prior to assigning students into either of these activities it is particularly important to lay a solid foundation. Students may bring long-standing biases and beliefs to the process of observing teaching, and these beliefs may cloud or temper the objectivity with which the observing is done. Instruction about specific types of teaching behaviors is typically done by assigned reading, followed by lectures and class discussion. Where possible, selected videotapes of classroom teaching behaviors may be used to show examples of the behaviors to be observed later. All of these techniques are on the "action" side of the ledger, but they are necessary to set the stage for reflective analysis of teaching.

It is particularly important to include a research-based during this instruction phase. Some of this may be found in the text used in the methods course, but in addition a series of monographs, each targeted for a specific behavior, helps focus the background instruction. One difficulty in using research-base information is in the presentation of definitive conclusions. In certain areas there is inconclusive evidence about what works, and why. Students sometimes are left to themselves to formulate a point of view about teaching strategies. Garman (1986) refers to it as a folklore practice. Research findings are used to help students develop background and to see alternative points of view as well as to arrive at a broader base of understanding. This might be one way to reduce the element of folklore that Garman (1986) depicts.

The process of content analysis itself provides guidelines to students for stimulating reflectivity. We inform them that we will look for four criteria in evaluating their writing: (1) General reference to the behavior being observed, (2) Description of the behavior, using key words from the research literature, (3) Citing of an example of the behavior from an incident that was observed, and (4) Critical comments on the effectiveness or ineffectiveness of the behavior. These clues seem to be effective advance organizers in preparing students to carry out the process of reflective inquiry.

Three methods are being used to provide opportunities for reflection. They are: (a) *Interactive Video* , (b) *Live Television*, and (c) *Small Group Discussion*. Interactive videotapes differ from ordinary videotapes by allowing the insertion of questions that allow opportunities for reflective analysis. Under control of the computer the videotape can be stopped and a question can be posed about the behavior that is illustrated on tape. Students can respond with phrases, sentences, or whole paragraphs; a more significant form of responding than single words or multiple-choice. It is tempting to merely interrupt the flow of examples and narrative on tape with a question every few "frames" as is done in programmed instruction. Questions used too frequently might become trivial and low level,

In Images of Reflection in Teacher Education, Association of Teacher Educators, Reston, VA, 1988. pp. 32-33.

and they might not stimulate reflectivity. Thus, the inquiry points do not occur more often than 2 or 3 times in a 15-minute interactive video lesson. And they sometimes are integrated into the content in such a way that students must repeat the taped segment more than once before answering.

Two interactive video tapes are used for each behavior that is studied: one tape is used for ***instruction*** and one for ***assessment***. The instructional tape precedes the assessment tape . . . and it contains illustrations of various aspects of the behavior described in the research-based monograph that accompanies the tape. Three or four interactive "inquiry points" are embedded in the tape to cause students to stop, reflect, and then formulate a response that is typed into the computer. (These typed responses are stored and later evaluated using the process of content analysis). The assessment tape features approximately 15 minutes of a classroom teacher who teaches a lesson that is focused on the target behavior. After the teaching, students assess the behavior they have seen exhibited, using the computer to do so. After the assessment is recorded the tape is activated to show the featured teacher being interviewed about the lesson. (We sometimes refer to that as the "post-game interview.") As a final opportunity for reflection the student is encourage to type a free response of any desired length, presenting thoughts that may have been stimulated by the teacher's remarks, or as is sometimes the case a rebuttal.

The assessment module provides for reflective analysis in several ways: (a) The featured teacher must conduct a reflective self-analysis to prepare for comments to the student, (b) Students must conduct a similar analysis to write their comments, and (c) Even before teaching, the teacher must study the research base pertaining to the behavior in order to incorporate findings in the lesson as demonstration points. This cooperation with classroom teachers who furnish the assessment tapes may be an added benefit. While the primary target of the interactive video is the preservice teacher, it is quite possible that practicing teachers may also profit from the reflective process. They engage in this during the preparation of their comments for the assessment module.

Live Television is the second component that provides opportunities for reflection. A component of our teacher education program called Teacher On Television (TOT) is used to bring daily television transmission of classroom teaching to the college. Students can observe elementary classroom teachers in several schools in the area. The observations are structured, with specific instructions for "scripting" the teaching, making anecdotal notes, and recording specific events. These become that basis for a written report that is evaluated using a variety of criteria, including content analysis.

Small Group Discussion is the third component that provides opportunities for reflection. This method for stimulating reflective thinking does not involve observation, but rather is used as a means to foster understanding of the knowledge base by talking about it with others. Students meet for one-hour sessions, in groups of five or six, to discuss materials from the class work and the outside readings. Specific instructions are given to the group and a group leader is designated, since no faculty member is present. Each student prepares a critical analysis of the discussion, which is then evaluated using content analysis techniques.

If one measure of the ability to carry out reflective inquiry is to construct a cogent, systematic, argument to support a point of view, these mechanisms may serve as catalysts to stimulate that type of response. The technique of content analysis may have sufficient power to identify quality responses. Combined with a variety of methods for delivering information over which to reflect, the assessment of teaching behavior may be elevated above the trivial, folklore-type of response. Continued work is underway to bring research-based information to courses in methods of teaching, and to strive for a balance between action and reflection. Those faculty members, classroom teachers, and students who have participated in the enterprise or who have heard descriptions of it have expressed enthusiasm.

TEACHER ON TELEVISION PROJECT: OBSERVATION OPPORTUNITIES TO INCREASE INSTRUCTIONAL EFFECTIVENESS OF PRESERVICE AND INSERVICE TEACHERS

by
Donna J. Merkley and Mary P. Hoy
Iowa State University

During the last two decades, there has been an evolution in the methodology of observation. Redefined procedures enhance observers' ability to measure what happens in classrooms and increase researchers' precision in identifying effective teaching behaviors related to desirable learner outcomes. Behavioral recording of what actually occurs during a given period in a classroom has been intensified by various systematic observation approaches.

The category system approach (Flanders, 1970) allows for continuous coding of the sequence of selected classroom behaviors. The sign system approach (Soar, Soar & Ragosta, 1971), a checklist of behaviors, permits larger numbers of behaviors to be recorded. Although neither sequence nor frequency is identified using a sign system, its use allows classroom behavior to be described in greater detail. A multiple coding approach (Stallings, 1977) allows description of a single classroom event or interaction along two or more dimensions.

These systematic, focused observation techniques, widely used in educational research, also allow practicing teachers to analyze the factors that shape and influence their actions (Cohn, Kottkamp & Provenzo, 1986). Practicing teachers receive inservice training in observation to promote awareness of classroom processes and to provide teachers with feedback on their own teaching behaviors.

Preservice Preparation

There is, however, traditionally less emphasis on fostering observation skills at the preservice level. The authors argue in favor of infusing observation methodology into the teacher preparation program. Lortie (1975) reminds us that although preservice teachers have been students themselves, they cannot be expected to understand classroom life from the perspective of a teacher. What they have learned about classroom life is based on limited personal experiences and not on pedagogical principles (Cohn, Kottkamp & Provenzo, 1986).

In Quality in Off-Campus Credit Programs: New Markets, Methods, and Models, National Issues in Higher Education, 23:163-167, 1987.

A Model for Clinical Observation

The Teacher on Television Program (TOT) at Iowa State University (ISU) provides preservice teachers an avenue for developing observation skills in order to: 1) comprehend the complexities of the teaching-learning process and 2) to develop an understanding of classroom interactions.

The ISU College of Education, in cooperation with five central Iowa school districts, is utilizing the technology of television to broadcast live proceedings from public school classrooms to a campus observation center. Initial observation experiences in teacher preparation occur via live television, thus eliminating the time and cost of students traveling to the local classroom as well as eliminating disruptions caused by observers.

The broadcast classroom is equipped with several ceiling microphones and a pedestal-mounted camera with capabilities of pan, tilt, and zoom operated from the campus observation center. The mixed audio/visual signal from the broadcast classroom is transmitted to a microwave link between the school and ISU. The live classroom proceedings from 10 sites are broadcast from 8:45 AM to 3:00 PM to the campus observation center on 50 designated days each semester. Participating classrooms provide observation of regular and special education classrooms, first through sixth grade. The diverse sites and situations present observers a variety of learning and teaching styles.

A screening process has ensured that the broadcast teachers are outstanding professionals representing a variety of experience and background. Building principals were asked to identify teachers who might be interested in broadcast participation and who exhibited exemplary teaching skills which included:

--creating a positive classroom environment conducive to learning,

--utilizing appropriate teaching resources and instructional sequence,

--displaying well-developed communication skills including questioning techniques, and

--displaying effective management techniques.

The participating teachers contract to broadcast five consecutive days each semester. This allows students to observe lessons unfolding over time, monitor children's behavior and teacher follow-up. Seminars with broadcast teachers can be scheduled with ISU students and faculty to discuss observation events. Through the TOT model, the university teaching faculty is, therefore, expanded by practicing teachers.

Observation Methodology

Since the complex and unpredictable nature of the classroom requires that teachers develop sophisticated observation skills, an observation module was developed to prepare preservice teachers. The observation module focuses on skills in observing for the following components.

classroom setting

motivation techniques

student involvement

management techniques

instructional sequence

questioning techniques

nonverbal communication

The module is infused into the preservice teachers' initial teaching methods course in the following manner.

--The theoretical and practical bases for the module components are presented in a large class setting with practice observation for each module component via existing videotaped segments.

--Assigned readings from textbooks and journal articles supplement the theory presented in the large class setting.

--The TOT broadcasts serve as a practicum or lab to apply observation learnings. Successful entry into an observational setting is accomplished utilizing TOT without altering or redefining the setting by the presence of outsiders.

Recognizing that observation is an abstract and difficult endeavor, a university facilitator is available at all times in the observation center to guide students in identifying themes and patterns and to guide interpretations and analysis.

The facilitator is responsible for operating the camera and for:

--Discussing the televised classroom events and teaching strategies with preservice teachers as they occur.

--Interpreting televised classroom activities and classroom procedures.

--Maintaining communications with the televised classroom teacher during broadcast week concerning lesson plans and special activities.

The facilitator's presence is a key factor in creating an atmosphere of inquiry among observers as well as maintaining an atmosphere of acceptance of alternative teaching strategies. The TOT observation model reflects the premise that the development of reflective observation skills can help prospective teachers explore the profession, gain insight into what teachers do, as well as to define themselves professionally.

The TOT model addresses the need for clinical alternatives with growing emphasis on improving observation skills of students in teacher preparation programs. Because ISU owns uplink to satellite, the transmission of the project nationwide is now available. In addition to preservice, this allows inservice options for practicing teachers to observe other professionals in order to extend and refine their teaching skills.

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Observation opportunities for rural special education

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This article describes a unique observation laboratory experience available to teacher preparation institutions. Live microwave broadcasts from two special education and six regular elementary classrooms are disseminated nationally via satellite. Observation theory is merged with effective teaching research in an instructional model that has demonstrated effectiveness. Results of pre/post correlated *t*-tests indicated a significant difference in the treatment group for anecdotal recording, time sampling, effective teaching knowledge, and classification of teaching behaviors.

The provision of quality observation opportunities for rural preservice special education (student) teachers (PSTs) places severe demands upon the resources of rural teacher preparation programs. The opportunity for PSTs to experience a diversity of teachers, students, classrooms, settings, and teaching styles is limited by distance and availability of special education classrooms. To provide this myriad of observation alternatives to large numbers of PSTs (college students), theory must be merged with best practices in an efficacious manner. To be successful from the perspective of the consumer (the PSTs), as well as from the suppliers (the university and public school personnel), a collegial relationship must be developed, nurtured, and maintained to ensure the availability of sufficient numbers of special education observation and practicum sites.

This article describes a model developed for both special and regular education teacher preparation programs that provides live observations from public elementary school classrooms to teacher preparation programs nationwide. The model is based on observation theory related to the professional guidelines for quality initial experiences in the classroom.

Theory

Utilizing generalizability theory *G* (Cronbach, Gleser, Nanda, & Rajaratnam, 1972), a measurement theory designed to address the multiple sources of variation found in the classroom processes, Hoy and Merkley (1987) describe a rationale for observation. It recognizes that a specific behavioral observation is but a sample from a universe of possible observations and is subject to one or more sources of error variation (subject matter, observer, time of day, etc.). While complex in design, the *G* theory does provide a basis for the acceptance of these variations in student observations in controlled settings. Therefore, as Rowley (1976), suggests, by increasing the numbers of independent samples of observation, preservice student teachers (PSTs) are more likely to produce a more representative set of observations.

The TOT model

Preservice student teachers (PSTs), both special and regular, are naive observers of the teaching/learning environment. If their opportunities to observe are limited to one teacher, one classroom, or one school system, they may fail to bridge the theory and classroom milieu. The Teachers On Television (TOT) project has developed a highly successful system for providing live observation of elementary and special education classrooms to all levels of elementary education students (PSTs). The TOT model (described by Hoy and Merkley, 1987) is based upon the tridimensional concept described by Semmel and Thiagarajan (1973) (see Fig. 1). Observation training is conducted at three levels:

- simulation
- controlled observation in preparation for
- natural observation.

The specific observation tasks require advancing developmental abilities:

- discrimination
- application
- evaluation of knowledge.

The objectives of the observations focus upon a hierarchical sequence of:

- individual behaviors
- patterns of behavior, and ultimately
- upon the total teaching/learning environment.

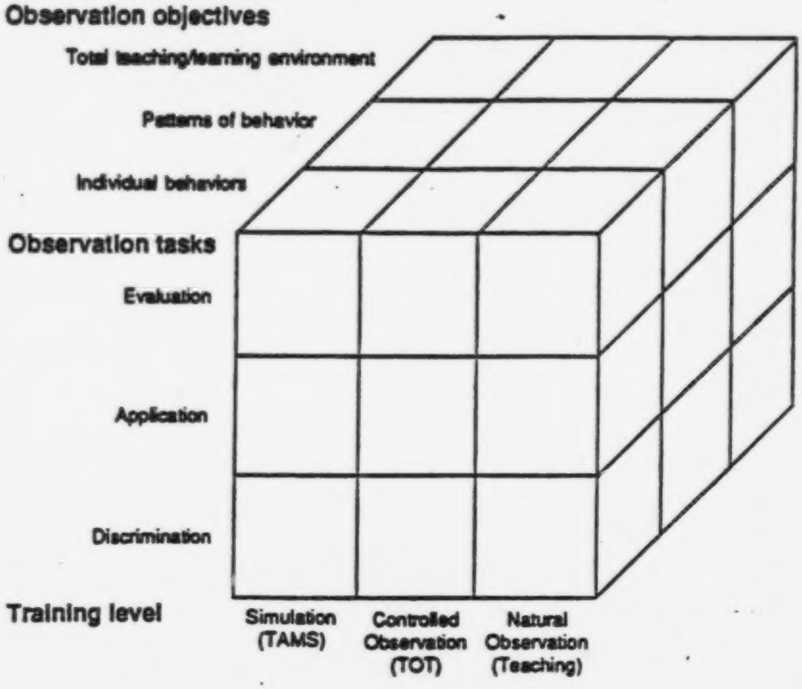
Training

The TOT model begins with all teacher preparation students (PSTs), both regular and special, receiving an introduction to vocabulary common to the profession (Good & Brophy, 1987). The terms are described and presented to beginning PSTs through an interactive guided practice activity utilizing the Teaching Assessment Modules (TAMs) (Volker, Gehler, Howlett, & Twetten, 1986). These interactive microcomputer simulations involve assessment of a specific videotaped sequence of specific teaching behaviors. Training is continued during phase two by observing live classroom activities via microwave television. These broadcasts show actual regular and special elementary classrooms throughout the day allowing for a variety of observation experiences without leaving the campus. The third phase of training is completed in a natural setting during the student teaching or actual teaching sessions.

Tasks

In the TOT model, observation tasks are developed through three levels of proficiency at each of the training levels. For the special education PSTs, fundamental tasks involve recognition, awareness, or discrimination of specific observable teaching behaviors identified in the literature, as well as identification, recognition, and analysis of specific learner traits. This discrimination skill can be applied at each of the training levels. The second level, generation, involves a series of professional development skills taught in advanced special education methods courses. Simply being able to discriminate a behavior does not imply that that behavior can be modeled (Bandura, 1969). However, PSTs can, in the early stages, begin to generate examples of effective teaching behaviors through lesson plans and other activities. These plans

Figure 1. TOT Observation Model



The opportunity for PSTs to experience a diversity of teachers, students, classrooms, settings, and teaching styles is limited by distance and availability of special education classrooms.

develop as a result of instruction coupled with observation activities at all three training levels. Ultimately, the PST and, later, the practicing teacher are required on a daily basis to generate a series of ongoing lessons and activities utilizing the best of effective teaching behaviors. The ultimate level in the task dimension is evaluation. Evaluation is the application of specific standards to observable behavior for the purpose of forming conclusions regarding the effectiveness of that behavior.

Objectives

Initial observations focus on individual behaviors, either those of the classroom teacher or students. This specificity is necessary, as Gage (1963) suggested, to enable the observers to focus on specific aspects of the teacher's task rather than all the parts of teaching at once. These discrete behaviors are clearly defined as observable. Once PSTs are able to work with individual behaviors consistently, a second level of objectives is presented. At this level, special education PSTs are required to observe for temporal, instructional, and social integration of special education students (Kaufman, Gottlieb, Agard, & Kukis, 1975). PSTs are asked to recognize a series of behaviors or patterns of behaviors exhibited by the student(s) or teacher. As implied in the model, recognition is then followed by generation and evaluation. The final level of objectives addressed in this model is the discrimination, generation and evaluation of the total teaching/learning environment. This objective is one that all professional teachers are constantly striving to achieve (Hoy & Merkley, 1987).

Observation systems

Hoy (1987) found that rural special educators felt that behavioral observation skills were best developed during a practicum or field-based experience. However, we know, as Mills (1980) clearly states, that to be successful, observation requires

- a definite plan of action
- the ability to record data accurately
- a variety of recording materials
- a precise vocabulary.

These skills must be taught in a university setting. Rosenshine and Furst (1973) identified nine variables which yielded consistent significant results on teaching behavior and student achievement across 50 studies. These variables became the basis of the observation teaching modules infused into the TOT model. Simon and Boyer (1970) identified 92 observation systems. These observation systems differ on three dimensions: recording procedure, scope or specificity of the items, and the format of the instrument (Rosenshine & Furst, 1973). Each instrument in the observation module, *Observation: Key to Experiential Learning* (Merkley & Hoy, 1987), utilized in the TOT model, differs on the above dimensions, according to the purpose of the observation.

Results

Results of formative and summative evaluations suggest that the TOT model is an effective model for providing observation experiences. Survey questionnaires were administered Fall, 1985 and Spring, 1986 to PSTs enrolled in courses in Elementary Education at Iowa State University. A pre/post test design was employed to obtain respondents' rating of 23 attitudinal items. PSTs in the Spring, 1986 sample were provided a treatment consisting of observational instruction.

Hoy and Merkley (1987) reported that results of a correlated pre/post *t*-test showed a significant difference in the treatment group for four items related to anecdotal recording, time sampling, effective teaching knowledge, and classification of teaching behaviors. Baseline results from a longitudinal study conducted by the Teachers On Television project are available. Subjects in the study were undergraduate students enrolled in the introductory strategies in the teaching course. The experimental group (N=28) was exposed to class lectures, discussion, readings, videotape vignettes focusing on specific teaching behaviors, and extensive opportunities to observe Teachers On Television. The control group (N=26) was newly enrolled and had received no instruction. Students in both groups were considered to be a sample of the same population of beginning preservice teachers.

Each participant observed a 10-minute videotape of a teaching episode. Participants were told to observe for effective teaching behaviors, and to take notes to record their observations. Following the observations, the students were requested to write narrative descriptions of the entire segment using appropriate vocabulary. Each summary was then scored noting the presence or absence of specific vocabulary. Table 1 shows the results of this analysis.

Table 1. Teachers On Television Observation Tally

Topic/Vocabulary	Experimental (N=28)	Control (N=26)
INSTRUCTIONAL SETTING		
Physical aspects	15	8
Aesthetics	4	0
Teacher props	2	3
Environment interaction	4	0
Floor space	0	0
Wall space	0	0
Storage space	0	0
RESOURCES		
Variety	2	0
Quality	14	10
Execution	7	4
Selection	10	4
MANAGEMENT		
Approaches	0	0
Student behaviors	5	0
Teacher responses	0	0
Rules	0	0
Consequences	0	0
STUDENT INVOLVEMENT		
Engaged students	1	0
Nonengaged students	1	0
LESSON DESIGN COMPONENT		
Anticipatory set	2	0
Objective communicated	7	0
Input	2	0
Modeling	9	0
Check for understanding	11	0
LESSON DESIGN COMPONENT (cont.)		
Guides practice	10	0
Independent practice	9	0
Closure	7	0
QUESTIONING		
High level	2	0
Low level	1	0
Convergent	0	0
Divergent	0	0
Redirection	8	0
Prompting	13	0
Probing	7	0
Wait time	4	0
MOTIVATION		
Expectation	7	0
Involvement	20	15
Success	10	1
Enthusiasm	9	6
Praise	21	20
COMMUNICATION		
Sending	23	13
Receiving	3	1
Verbal	23	14
Nonverbal	25	13
Clarity	19	8

As expected, the experimental group demonstrated a far superior command of the appropriate vocabulary than did the control group, demonstrating the ability of preservice teachers to recognize and appropriately label observable teaching behaviors. However, it must also be noted that the experimental students did not demonstrate a high level of proficiency in using the appropriate vocabulary. Some terms were never used.

Preservice student teachers (PSTs) exposed to live observation via TOT show greater ability to recognize and describe effective teaching behaviors. However, it appears that students without instruction in observation are able to describe appropriately the elements of motivation and communication. It may be that this is general knowledge and should not be a focus of intensive instruction. It is dismaying to note that the lexicon of the field is not easily acquired. While experimental participants wrote clear descriptions, they did so in general terms. It

Preservice student teachers (PSTs) exposed to live observation via TOT show greater ability to recognize and describe effective teaching behaviors.

Spontaneous discussions among the PSTs occur without disrupting the Teachers On Television classroom.

must also be recognized that these data reflect on preliminary results. The long-term effects of TOT will not be available until PSTs enter the teaching field.

While these early statistical results suggest an efficacy to the TOT model, other evaluation techniques provide added support. PSTs observing TOT ask questions with increasing frequency regarding the "whys" of the teaching situation. Spontaneous discussions among the PSTs occur without disrupting the Teachers On Television classroom.

The 1986 College of Education follow-up of first-year teachers revealed numerous nominations of Teacher On Television as one of the "three best aspects of teacher education at Iowa State University."

National dissemination

The TOT model is available for distribution to teacher preparation institutions nationwide. Live broadcasts for two hours per day for five consecutive days from eight different elementary classrooms each semester will be uplinked to communication satellites. The signal can then be received by a C-band dish and transmitted to university classrooms. Two of these eight broadcast sequences feature special education classrooms. One classroom is a self-contained mental retardation classroom. The second features a multicategorical resource room (1-12) from a very small (300, K-12) rural school district. Descriptive information, lesson plans and the observation modules are provided to the receiving institutions. For subscription information contact: TOT; N108 Lagomarcino Hall; Iowa State University; Ames, Iowa 50011; 515/294-1915.

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RSEQ

content, and of the ease with which information can be manipulated. Cross-cultural studies of the same news item, for example, may make students more resistant to the images that influence so many of us today.

WAYS FORWARD

The aim of the Council of Europe seminar was not simply to note shortcomings. It was also to make proposals for the content of a course on the U.S. for use in secondary schools in Europe.

In important ways, the participants ranged outside the formal curriculum. First, of fundamental importance to them was that young Europeans be able to obtain direct experience of America (and, by extension, young Americans, of Europe). Some programs designed to do this do exist: BUNACAMP offers positions as camp counselors to young European graduate and undergraduate students, and private exchange arrangements exist between schools or school districts, particularly in the U.S. and the United Kingdom. The U.S./United Kingdom teacher exchange scheme provides teachers of each nation with direct experiences of the other on which they can draw in their teaching when they return home.[2] But these schemes are heavily weighted toward students and teachers with a fluent command of English. Most are also designed for adults and must be self-supporting.

Second, the participants emphasized the need for good, up-to-date teaching materials. Europe and America are changing fast, and students — however dated or erroneous their images of life across the Atlantic — are quick to detect out-of-date teaching material and are equally quick to reject it. Further, they are quick to reject material that they see as politically slanted or propagandist. Embassies, cultural attachés, and information centers should be more alert to the needs of the schools and more aware of the size of the task they face. Organizations with a degree of independence from government carry more credibility. The Goethe Institut, the British Council, and the Alliance Française may offer a useful model here, but their main efforts seem to be among European countries and between European countries and the nations of the developing world.

Some participants emphasized the importance of empathy as an aim. A course about the U.S. could deliberately take negative stereotypes as its starting point, analyze them, consider the psychosociological forces that lie behind them, and try to create images that are better founded. One course was proposed that would use "social history, oral history, and literature and the arts to illustrate the diversity of ethnic origins, lifestyles, value systems, and cultural perceptions existing in different ethnic communities in the United States, both in the present and in the past." That proposal went on to suggest such possible areas of study as Puritan New England, the Sioux nation, midwestern suburbia, and ghetto blacks.

As I was pondering the report of the Council of Europe seminar, I had occasion to re-read *A Nation at Risk*, and some of its recommendations raised familiar concerns. Those that struck me most strongly were the recommendations for a social studies program that would enable students "to fix their places and possibilities within the larger social and cultural structures," "to understand the broad sweep of both ancient and contemporary ideas that have shaped our world," and "to grasp the difference between free and repressive societies." I was also struck by the recommendation that foreign language programs be designed to introduce students to "non-English-speaking cultures" and serve the needs of the nation in "commerce, diplomacy, defense, and education."

The language is different. The educational background is different. But the priorities are not that far from those of the Council of Europe seminar.

---

1. Carole Hahn, president-elect of the National Council for the Social Studies, speaking at a Council of Europe Teachers' Seminar on "Teaching About the USA in Secondary Schools in Western Europe," Donaueschingen, West Germany.

2. Thomas Kaser, "The U.K./U.S. Teacher Exchange Program," *Phi Delta Kappan*, June 1979, pp. 740-42. ☐

PROTOTYPES

Teacher-on-Television: A New Mode of Preservice Classroom Observation

by Donna Merkley and Mary P. Hoy

EXPOSURE TO real classroom settings is a crucial element in the training of teachers. Requiring prospective teachers to spend time observing in classrooms can increase the value of their later field experiences, but this practice also creates problems of scheduling, disrupts the classes to be observed, and limits the details that the observers can see.

Therefore, the College of Education at Iowa State University (ISU), in cooperation with the Ames (Iowa) Community School District, is using video technology to allow preservice teachers to view teaching techniques and classroom interactions without attending the classes in person. Lessons are broadcast live from a selected elementary school classroom to an observation center in the College of Education.

The classroom of the participating teacher is equipped with several ceiling microphones and a pedestal-mounted camera. The camera, which can pan, tilt, and zoom, is operated from the observation center on the university campus. The

DONNA MERKLEY (Michigan State University Chapter) teaches in the College of Education, Iowa State University, Ames, where MARY P. HOY is an adjunct assistant professor and directs the Teacher-on-Television Project described in this article.

APPENDIX L. PUBLICITY

Teachers On TELEVISION

For more information, contact:

TEACHERS ON TELEVISION
Project Director
N106 Lagomarcino Hall
Iowa State University
Ames, Iowa
515/294-1915

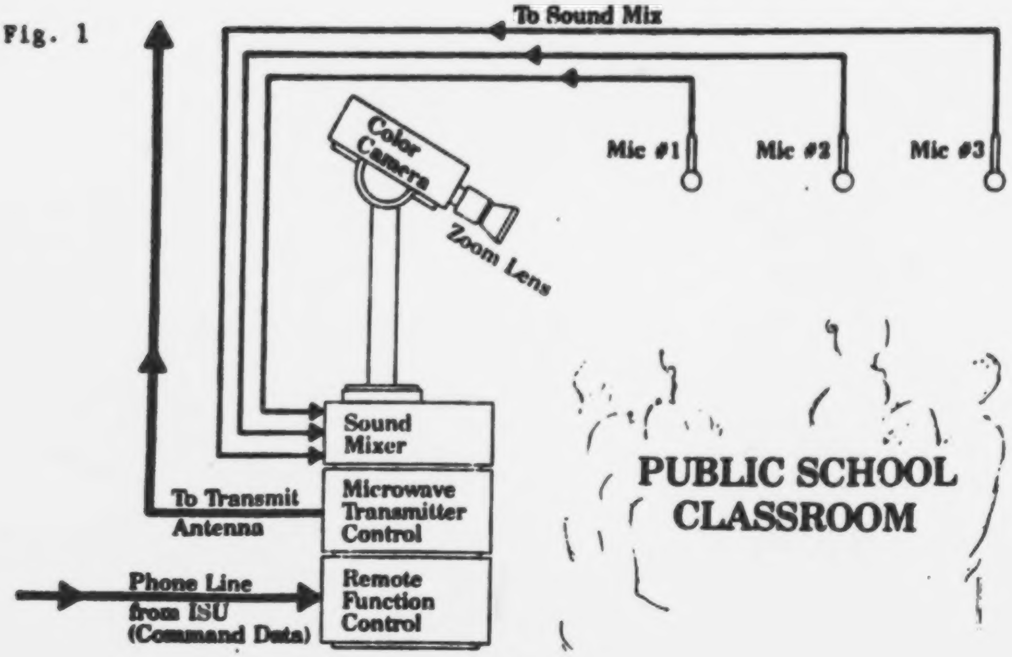
Teachers on Television:

Practicing Teachers Sharing Their Excellence with Future Teachers

Teachers On Television (TOT) at Iowa State University (ISU) is a response to the need to enrich students' clinical experiences as well as a response to the growing concern for the development of observation skills in teacher preparation students. Teachers On Television is designed as an efficient, economical method for large numbers of preservice teachers (PSTs) to observe real classrooms in diverse settings wherein experienced teachers interact with children. PSTs' observation experiences during teacher preparation at ISU occur via live television, thus eliminating the time and cost of students traveling to the classroom, as well as eliminating disruptions caused by in-class observers.

From a wall-mounted camera and ceiling microphones in cooperating public school classrooms (urban, rural and suburban settings, grades 1-8) live broadcasts of the school day are beamed to a campus observation center on 40 designated days each semester (8 classrooms broadcasting for 5 consecutive days [Figure 1]). Small groups or an entire class of PSTs are able to observe live classroom proceedings and discuss the classroom events as they occur without distracting the children or the teacher. PSTs view the live broadcast as their schedules and observation assignments match the classroom curriculum schedule. For example, a PST wishing to observe implementation of a science lesson would check the posted classroom schedule for the time(s) during the 5-day sequence when science is being taught.

Fig. 1


To Sound Mix
Mic #1
Mic #2
Mic #3
Color Camera
Zoom Lens
Sound Mixer
Microwave Transmitter Control
Remote Function Control
To Transmit Antenna
Phone Line from ISU (Command Data)
PUBLIC SCHOOL CLASSROOM

Control of the camera (pan, tilt and zoom) from the campus site allows all aspects of the classroom to be seen. An ISU instructor at the campus site operates the camera and serves as observation facilitator, prompting interaction among PST observers, responding to questions, and highlighting instructional techniques. The facilitator meets with each broadcast teacher prior to the 5-day broadcast sequence to collect classroom information, sample materials and lesson plans for observers. Daily phone contact with the classroom teacher during the 5-day sequence allows the facilitator to update lesson plans and obtain response to observers' questions.

Developing Observation Skills

Since the complex and unpredictable nature of the classroom requires that teachers develop sophisticated observation skills, TOT allows for observation training to be infused into preservice teachers' initial teaching methods course at ISU. Students' observation skills are then extended and refined in subsequent methods courses and field experiences.

The TOT observation model at ISU encourages sophomore level preservice teachers to develop skill in observing for the following components:

1. Classroom setting. . .impact on instruction;
2. Instructional resources implemented;
3. Motivation techniques;
4. Communication techniques;
5. Questioning techniques;
6. Management techniques; and
7. Instructional sequence. . .lesson elements (Merkley & Hoy, 1987).

The model is implemented in this order:

1. Purposes of observation in education and the theoretical background for each of the above components are presented in class. Assigned reading provides research foundation for discussion.
2. Practice observing for each component takes place in class as PSTs watch a videotaped lesson, then discuss the videotaped teacher techniques observed. For example, after PSTs read and discuss the research background for classroom motivation techniques, they watch a 20-minute, second grade writing lesson and discuss completion of an observation form on motivational strategies, citing examples from the tape. During the discussion period it is the instructor's responsibility to remind the PSTs about how the focused teaching behavior fits into the larger course of classroom events as well as how the focused teacher behavior will vary depending on the classroom context--grade level and subject matter.
3. The TOT broadcasts serve as a practicum or lab to apply observation learnings. Students observe the live classroom proceedings, focus on the given teacher behavior, and complete an observation form

to be used in class discussion. The TOT facilitator operates the camera, responds to observers' questions, and comments on the classroom proceedings.

Specific observation assignments are integrated into subsequent content area methods courses in order to reinforce methods' concepts and to extend and refine the students' observation skills practiced in the initial teaching methods course. Student response as well as preliminary research results are supportive of the ISU observation model using TOT.

As colleagues in teacher education respond to the needs and challenges of "blue ribbon" reports (A Nation Prepared and Tomorrow's Teachers) and a recent letter by 37 college/university presidents (The Chronicle of Higher Education, Lederman, 1987), the need for early systematic observation experiences will continue. Teacher preparation institutions have expressed great interest in the TOT approach to observation experiences. Since Spring 1988 TOT broadcasts have also been viewed by education students at various locations across the nation. The ISU facilitator's comments and questions are mixed with the live classroom action and uplinked to receiving sites at subscribing teacher preparation institutions. The use of television technology allows teacher preparation institutions a window into a variety of classrooms. By presenting exemplary teachers in a live contemporaneous demonstration of the art and science of teaching, the entire profession is enhanced.

Teachers On Television
Broadcast Schedule for Spring 1989

January 1989

		18	19	20		ISU classes begin
23	24	25	26	27		

February 1989

		1	2	3		Joe Toot -- 6th grade (Milford Middle School, Nevada)
6	7	8	9	10		Toot (6,7); Patricia Sievers -- 2nd grade (Rice Elementary, Des Moines) (9,10)
13	14	15	16	17		Sievers (13-15)
20	21	22	23	24		Shelly Boyd -- 5th grade (Fellows, Ames)
27	28					

March 1989

		1	2	3		Violet Fosselman -- MDE (Rice, Des Moines)
6	7	8	9	~~10~~	ISU	Fosselman (7-8)
~~13~~	~~14~~	~~15~~	~~16~~	~~17~~	Break	
20	21	22	23	24		Bev Saxton -- 5th grade (Fellows, Ames)
27	28	29	30	31		

April 1989

3	4	5	6	7		Jerry Pierce -- 7th-8th grade (Roland-Story, Roland)
10	11	12	13	14		
17	18	19	20	21		Nancy Frazier -- 2nd grade (Fellows, Ames)
24	25	26	27	28		Jill Moore -- 1st grade (Fellows, Ames)

May 1989

1	2	3	~~4~~	~~5~~	VEISHEA	Moore (1-2)
8	9	10	11	12		ISU classes end

TEACHERS ON TELEVISION MANUAL

OBSERVATION: KEY TO EXPERIENTIAL LEARNING

Observation: Key to Experiential Learning

Since the complex and unpredictable nature of the classroom requires that teachers develop sophisticated observation skills, the TOT program is supported by an observation manual used in preservice teachers' initial teaching methods course. The observation manual, Observation: Key to Experiential Learning, focuses on providing preservice teachers with skills in observing for the following components:

instructional setting
instructional resources
classroom motivation techniques
communication skills during classroom interaction
questioning techniques
management techniques
student involvement: time on task
lesson planning and implementation
exceptionalities in the classroom

Observation training is infused into the preservice teachers' initial teaching methods course in the following manner:

1. Purposes of observation in education and the theoretical base for the manual components are presented in a large class setting with practice observation for each manual component via existing videotaped segments.
2. Assigned readings from the textbook and journal articles supplement the theory presented in the large class setting.
3. The TOT broadcasts serve as a practicum or lab to apply observation learnings. The instructor coordinates observation assignments with the TOT facilitator. The facilitator is, therefore, able to reinforce, as the students observe, those concepts presented and practiced in class. Because ISU faculty are given the TOT broadcast schedule for the academic year, specific observation assignments can be integrated into methods courses. These assignments reinforce methods concepts as well as extend and refine students' observation skills addressed in the initial teaching methods course.

A MANUAL FOR DEVELOPING SKILLS IN TEACHER OBSERVATION

OBSERVATION: Key to Experiential Learning was developed as part of Iowa State University's Teacher on Television (TOT) program. At the preservice level, the manual serves as a resource to develop the skills necessary for proper observartion, and at the inservice level, the material can serve as a self-evaluation guide.

OBSERVATION: Key to Experiential Learning consists of ten chapters. Chapter 1 provides the rationale for developing observation skills and general observation procedures. Chapters 2-10 each focus on a specific aspect of classroom teaching providing preservice teachers with skills in observing for the following components:

- classroom setting
- use of resources
- student involvement
- instructional sequence
- motivational techniques
- communication
- questioning techniques
- management techniques
- exceptionalities in the classroom

In each chapter, goals and objectives for the topic are followed by a summary of the research base for the elements of the topic. An observation form has been designed for use following completion of the readings.

The generous right-hand margins are provided, along with author margin notes, to facilitate individualization of the manual. The margin notes explain a term, provide a heading, or prompt a reader response. It is our desire that readers will utilize the margin space for posing their questions, writing summaries or noting connections between manual content, course lectures and observation.

****

COMPLETE THIS ORDER FORM

and mail to: ISU Research Foundation, Inc.
315 Beardshear Hall
Ames, IA 50011
(515) 294-4740

Please send me _______ copies of OBSERVATION: Key to Experiential Learning at $15.00 per copy.

_____ Enclosed is my purchase order.

_____ Enclosed is my payment (make checks payable to ISU Research Foundation).

Ship books to: ______________________________________

____

____

Iowa State University of Science and Technology Ames, Iowa 50011

Teacher on Television Program
College of Education
Lagomarcino Hall
Telephone: 515-294-1915

August, 1988

Dear Colleague:

Thank you for your interest in the Teachers On Television project. We are now offering unedited videotapes of live broadcasts via 2-day UPS during the academic school year. We felt that this avenue of clinical observation might be of interest to you and your faculty.

Specifically, we will provide:

1. **Broadcast Content:**

   Videotapes of live broadcasts featuring 2 hours/day, 5 days/week, 8 weeks/semester of unedited curricular lessons from classrooms, 1st - 8th grades.

   A pre- and post broadcast interview with the public school classroom teacher describing plans for the week and evaluating the lessons at the end of the sessions.

   Our agreement with participating institutions allows for repeated use of each tape within the semester. **All videotapes must be returned after 45 days.**

2. **Supporting Material:**

   A packet of materials featuring a description of the school, its community and the demographic information regarding the students daily schedule and tentative lesson plans; lists of published materials utilized; samples of teacher prepared materials; as well as copies of actual student permanent products will be sent to each subscribing institution prior to the scheduled broadcast. Actual lesson plans with goals and objectives will be included with the first tape of each broadcast sequence.

3. **Manual:**

   A manual, Observation: Key to Experiential Learning, is available ($15.00) for student purchase which surveys the research on observable effective teaching behaviors and provides observation forms to be used when observing TOT telecast tapes.

The 1988-89 subscription costs will be $4,000 for the 80 two-hour tapes for the academic year ($2,000 per semester). All tapes supplied must be returned within 45 days.

From numerous contacts with institutions such as yours we have recognized a need for a variety of media services. We feel that offering videotapes of the live classroom broadcasts for 1988-89, will meet both the teacher preparation institutions' stated needs and our desire to continue to offer this educational tool.

This innovative use of technology received national recognition by the Association of Teacher Educators (ATE) as one of three Distinguished Programs in Teacher Education for 1987 as well as positive reactions from noted educators.

> The opportunity to observe teachers in real, ongoing situations presents a rich opportunity for teachers or students in training to analyze teaching (curriculum content, task structure of assigned work) and various classroom teaching dimensions (principles of motivation, instruction, management, and expectations). Involvement in observing, describing and analyzing teaching is especially valuable when students have been exposed to analytical models or frameworks that provide students with a perspective for reflecting upon observed events. The Teachers On Television (TOT) is an excellent resource for applying observation skills and for learning important ideas related to teaching, the supervision of teaching, and peer teaching abilities (Thomas Good, Professor of Curriculum and Instruction, College of Education, University of Missouri, Columbia, MO).

This videotape subscription for unedited clinical observation would be an excellent opportunity to determine the effectiveness of a collaboration between Teachers On Television and your institution. If you have any questions or require further information, please contact us.

Sincerely,

Mary P. Hoy

Mary P. Hoy, Ph.D.
TOT Project Co-Director

Donna Merkley

Donna J. Merkley, Ph.D.
TOT Project Co-Director

MPH/DJM:bjm

Iowa State University *of Science and Technology* *Ames, Iowa 50011*

Teacher on Television Program
College of Education
Lagomarcino Hall
Telephone: 515-294-1915

April 7, 1988

To: Future TOT Subscribers

WATCH OUR LAST 2 DAYS OF SPRING '88 TOT BROADCAST FREE

Because you have expressed a great interest in receiving "Teachers On Television" (TOT), we are offering you the opportunity to preview a sample of the TOT benefits you receive from a TOT subscription.

Enclosed are the materials sent to each of our subscribers for the last TOT broadcast of Spring '88: description of the broadcast school system's curriculum, classroom teacher's lesson plans, and students' sample work. Plus, you will see the end of the week seminar with the classroom teacher on April 19th.

TOT broadcasts from rural, urban and metropolitan schools and provides observation of a number of teaching styles and diverse student populations. Think of the hours of administrative time and thousands of dollars it would take to allow each of your preservice teachers to:

- see multiple teaching styles,
- observe a variety of student cultures,
- view over 200 students with their individual learning characteristics, and
- discuss live classroom interactions as they occur.

By providing your preservice teachers additional hours of observing good teachers teaching in the classroom, you present to them a broader range of classroom situations. TOT classrooms are not in a studio and are not staged; you see actual classrooms within actual school buildings. (Subscribing to TOT will give your students a head start in their early field experiences.)

Tune into this semester's last 2 days on April 18 and 19 at 9:05 a.m. to 11:05 a.m. CST. Provide your technical people with the following satellite broadcast information: Westar V, 3 direct, at 9:05 a.m. to 11:05 a.m. CST in order to receive the broadcasts.

Please return the enclosed contract to begin receiving the program in Fall, 1988. If you have questions or comments, please call, we are always ready to talk about TOT.

Sincerely,

Mary P. Hoy　　　　　　　　　　Donna J. Merkley

Mary P. Hoy, Ph.D.
TOT Project Co-Director
(515) 294-7003

Donna J. Merkley, Ph.D.
TOT Project Co-Director
(515) 294-0661

MPH/DJM:bjm

P.S. We have also enclosed a letter received from one of our subscribers; read it to get a subscriber's point of view.

Iowa State University of Science and Technology Ames, Iowa 50011

Teacher on Television Program
College of Education
Lagomarcino Hall
Telephone: 515-294-1915

January 29, 1988

Dear Colleague:

You have expressed interest in our Teachers on Television Program during the past year. We would like to invite you and other interested faculty and administrators from your teacher education program to attend our special schowing of Teachers on Television (TOT) at the Association of Teacher Educators Annual Meeting in San Diego.

As you know, TOT was a finalist in 1987 for ATE's Distinguished Program in Teacher Education Award. We are pleased to be offering regular national broadcasts this spring. We hope that several from your institution will be able to stop in for continental breakfast, view TOT, and to meet some of our Teachers on Television.

Santa Fe Room, Town and Country Hotel
Monday, February 15
7:00-9:00 a.m.

Sincerely,

Mary P. Hoy

Mary P. Hoy, Ph.D.
TOT Project Co-Director

Donna J. Merkley

Donna J. Merkley, Ph.D.
TOT Project Co-Director

MPH/DJM:dp

Enc.

Iowa State University of Science and Technology Ames, Iowa 50011

Teacher on Television Program
College of Education
Lagomarcino Hall
Telephone: 515-294-1915

October 28, 1986

Dear Colleague:

Enclosed is a brochure describing our Teacher on Television project at Iowa State University. We are excited about the effect it is having on our early preservice teachers.

Perhaps you, like we, have experienced difficulty in providing quality early experiences for observational purposes to your preservice teachers. If this is a concern to you, we would like to invite you to learn more about our project.

Friday, November 14, 1986, Teacher on Television (TOT) will be available for viewing nationwide. If your institution has access to a C-band receiver, you will have an opportunity to observe a second grade classroom live from Des Moines, Iowa, between 1 and 2:15 p.m. CST. We hope you will be able to participate in this "premiere" event.

If you are interested in viewing the presentation, please call Barb Marvick at (515) 294-1915 for satellite and transponder information. We look forward to hearing from you.

Sincerely,

Mary P. Hoy

Mary P. Hoy, Ph.D.
TOT Project Co-Director

Donna Merkley

Donna J. Merkley, Ph.D.
TOT Project Co-Director

MPH/DJM:dp

Enc.

Iowa State University of Science and Technology Ames, Iowa 50011

Teacher on Television Program
College of Education
Lagomarcino Hall
Telephone: 515-294-1915

December 2, 1986

Dear Colleague:

You requested information last month to obtain the November 14 broadcast of our Teacher on Television program. We are hopeful that you were able to receive our signal.

We are most anxious to receive your reaction to our pilot broadcast. We are hopeful that we will be able to offer a three-day broadcast next spring to selected colleges and universities. However, we need an evaluation of the first satellite broadcast before we can adequately plan for additional programming. To that end, could you please complete the enclosed questionnaire and return it to us if you have not already done so.

Thank you for your prompt response. We look forward to offering more Teachers on Television in the near future.

Sincerely,

Mary P. Hoy

Mary P. Hoy, Ph.D.
TOT Project Co-Director

Donna J. Merkley

Donna J. Merkley, Ph.D.
TOT Project Co-Director

MPH/DJM:bjm
Enclosure

Iowa State University *of Science and Technology* *Ames, Iowa 50011*

Teacher on Television Program
College of Education
Lagomarcino Hall
Telephone: 515-294-1915

Dear

Thank you for your letter requesting additional information on the Teacher on Television project. Let us briefly explain our current status and future plans.

TEACHING OBSERVATION SKILLS

The TOT project has developed a module "Observation: Key to Experiential Learning" which is under a final revision process. We anticipate having the module available for purchase by Fall, 1987. At ISU we infuse the observation skills into our introductory generic methods course. Students receive instruction, complete required readings, and participate in practice observation sessions prior to utilizing those acquired skills in the TOT observation center. As students progress through the teacher preparation program, these observation skills are applied in all subsequent course work and practica.

TEACHER ON TELEVISION BROADCASTS

Currently, Iowa State University broadcasts live from 13 classrooms, 1st grade to 8th grade from rural, suburban and urban systems. A self-contained classroom for mentally retarded and a multicategorical resource room are also telecast. Each classroom is broadcast during the actual school hours (approximately 9-3) for 5 consecutive days each semester. The camera is controlled from ISU to provide for specific viewing control.

SATELLITE TRANSMISSION

A pilot broadcast via satellite on November 14, 1986 demonstrated the feasibility of national usage of Teacher On Television. Extensive interest in obtaining additional viewing sessions by teacher preparation institutions nationwide has prompted the TOT project to advance its timeline. In late Spring, 1987, a three-day broadcast sequence is planned, possibly preceded by a conference for interested institutions. The conference would address potential uses of TOT, technical information and methods of observation.

We are pleased to have institutions such as yours interested in this project. Please contact us with further questions. We look forward to meeting or visiting with you soon.

Sincerely,

Mary P. Hoy

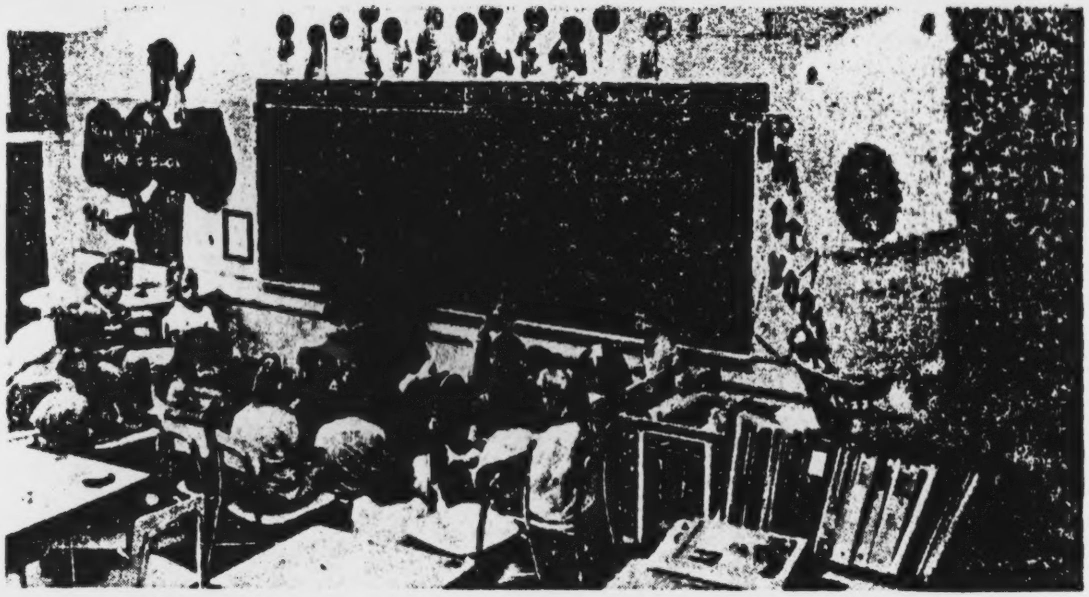
Mary P. Hoy, Ph.D.
TOT Project Co-Director

Donna J Merkley

Donna J. Merkley, Ph.D.
TOT Project Co-Director

MPH/DJM:bjm

Teachers on TV: putting classroom drama to use



Nancy Frazier's second grade class at Fellows Elementary School in Ames gives teacher education students at ISU a close look at day-to-day classroom activities through Teachers on Television.

Iowa State University teacher education students can watch live, completely natural classroom activity to help them prepare for their own classroom experiences by using remote control television cameras focused on real Iowa classrooms.

ISU's five-year-old Teachers on Television (TOT) program uses satellite communication technology to bring live broadcasts of classroom activity to the observing eyes of teacher education students at ISU and other universities across the country.

TOT is designed to help prepare teacher education students for the classroom. It began in March 1982 with a cross-town broadcast from teacher Nancy Frazier's second grade classroom at Fellows Elementary School in Ames to a group of ISU students. The program has steadily expanded and now involves broadcasts from 17 central Iowa elementary and middle school classrooms. This semester, broadcasts are being made from classrooms in four central Iowa schools: Rice Elementary in Des Moines, Fellows Elementary in Ames, Milford Middle School in Nevada, and Roland-Story Middle School in Roland.

Since February 1988, the program has been offered to other teacher education institutions nationwide. The program has five subscribers this semester: Central Michigan University in Mount Pleasant, Michigan; Appalachian State University in Boone, North Carolina; the University of South Dakota in Vermillion, South Dakota; The Ohio State University in Columbus, Ohio; and Purdue University in West Lafeyette, Indiana.

TOT offers students the opportunity to observe an unlimited variety of teaching-learning situations without the problems associated with classroom visits, said Mary Hoy, assistant dean of education at ISU and co-director of the program. Before TOT, ISU students would have to arrange to visit an area classroom, find a way to get to the classroom, and then face the possibility of being a distraction when they got there.

Teacher education students can observe a variety of teachers, teaching styles, techniques, student interactions, interruptions, lesson plans and classroom organizations, Hoy said. The activity shown over TOT is interpreted by an ISU instructor, who also controls the camera in the classroom. The remote control cameras can follow all the action in the classroom, or zoom in on the activities of the teacher and one student.

During classroom observations, students are encouraged to look at teaching-learning situations from the teaching angle. They observe how teachers use resources in the classroom, ask students questions, respond to students, motivate students, and how they approach different curricula and grade levels.

TOT is used in introductory teacher education courses and to enhance, not replace, field experiences, Hoy said. Every ISU elementary education student observes classrooms through TOT.

The program has been introduced to other teacher education institution faculty at professional conferences in Atlanta, Houston, San Diego and New Orleans. At the conferences, live broadcasts from central Iowa classrooms, via satellite, were used to show the effectiveness of TOT.

TOT's subscription fee for other institutions is $2,000 a semester. The live broadcasts used by ISU are taped and sent to subscribers by mail.

Funding for the program has come from the ISU College of Education and a $500,000 grant from the Fund for the Improvement of Post Secondary Education (FIPSE) of the U.S. Department of Education, and the ISU Research Foundation.

Iowa Department of Education: Dispatch, Vol. 18, No.2, October 1988.

Dispatch
Volume 17 No. 7
April/May 1988
IOWA DEPARTMENT OF EDUCATION

ISU TV Teaching Program Expands Nationally

Using satellite communication technology, Iowa State University is bringing live broadcasts of classroom activity to teacher education students across the country.

Teachers on Television (TOT), a program aimed at preparing teacher education students for the classroom, began almost five years ago with a live cross-town broadcast from an Ames elementary classroom to a group of ISU students. The program now involves broadcasts from more than a dozen central Iowa classrooms.

Since early February, the program has been offered to other teacher education institutions throughout the country using the satellite uplink at ISU. ISU already has three TOT subscribers: Western Washington University in Bellingham, Washington; Appalachian State University in Boone, North Carolina; and the University of Rhode Island in Kingston, Rhode Island.

This spring, TOT is offering 80 hours — two hours a day for 40 days — of live telecasts from elementary and middle school classrooms in rural, suburban and metropolitan areas of central Iowa. The subscription fee is $2,000 a semester ($25 an hour).

Selecting Courses on a Computer Screen; Observing Teachers by Satellite

rkson University students re-
y selected their courses for next
ol by flipping through the pages
logue, but by scrolling
gl se listings on a comput-
ec

e students, who are required by
niversity to own microcomput-
copied the listings onto their
ter disks from master disks
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In addition to the course list-
the disks also contain a special-
earch program that enables us-
search for more than 100 words
ined in the descriptions of
es.

George Davis, the associate
of science at Clarkson, who de-
ed the program with Russell
n, a software-development en-
r, says the search capabilities
it easier for students to find
es that interest them.

r example, he says, students in-
ted in thermodynamics can use
program to find 14 different
es related to the topic in several
ent academic departments—
es that they might overlook if
were flipping through pages of a
shed catalogue.

e computerization of the cata-
was relatively inexpensive be-
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computer disk that had been
in the typesetting process in
ous years, Mr. Davis says. The
mation was copied, changes
made in its format, and the
h program was added, he says.
ving the catalogue on computer
facilitates regular changes in
e listings, Mr. Davis says. It
saves Clarkson the costs associ-
with publishing thousands of
gues, he says. The university
to publish fewer catalogues,
rily for off-campus use.

tem. Eventually, Mr. Davis says, the university will put the software onto a central computer that students can use to reserve spaces in classes.

—THOMAS J. DeLOUGHRY

For more information, contact A. George Davis, associate dean of science, Clarkson University, Potsdam, N.Y. 13676; (315) 268-6470.

•

Students of education at four universities around the country are using a remotely controlled camera and satellite technology to observe schoolteachers conducting classes in central Iowa.

"Teachers on Television" was begun six years ago at Iowa State University as a way for students to observe teachers at work without having to be in the teachers' classrooms, where observers often unintentionally distract young children. The program is now also seen by education students at Western Washington University, Appalachian State University, and the University of Rhode Island.

"It's as close to being in that class as the teacher as you can be without actually being there," says Mary T. Hoy, the assistant dean of the college of education at Iowa State.

While the program is a substitute for time spent observing classes in person, it does not eliminate the requirement that students actually serve as teachers, she says. Ms. Hoy, who directs the program with Donna J. Merkley, an assistant professor of elementary education, says students have learned more about a variety of teaching situations from watching "Teachers on Television" than they would have by observing any single classroom.

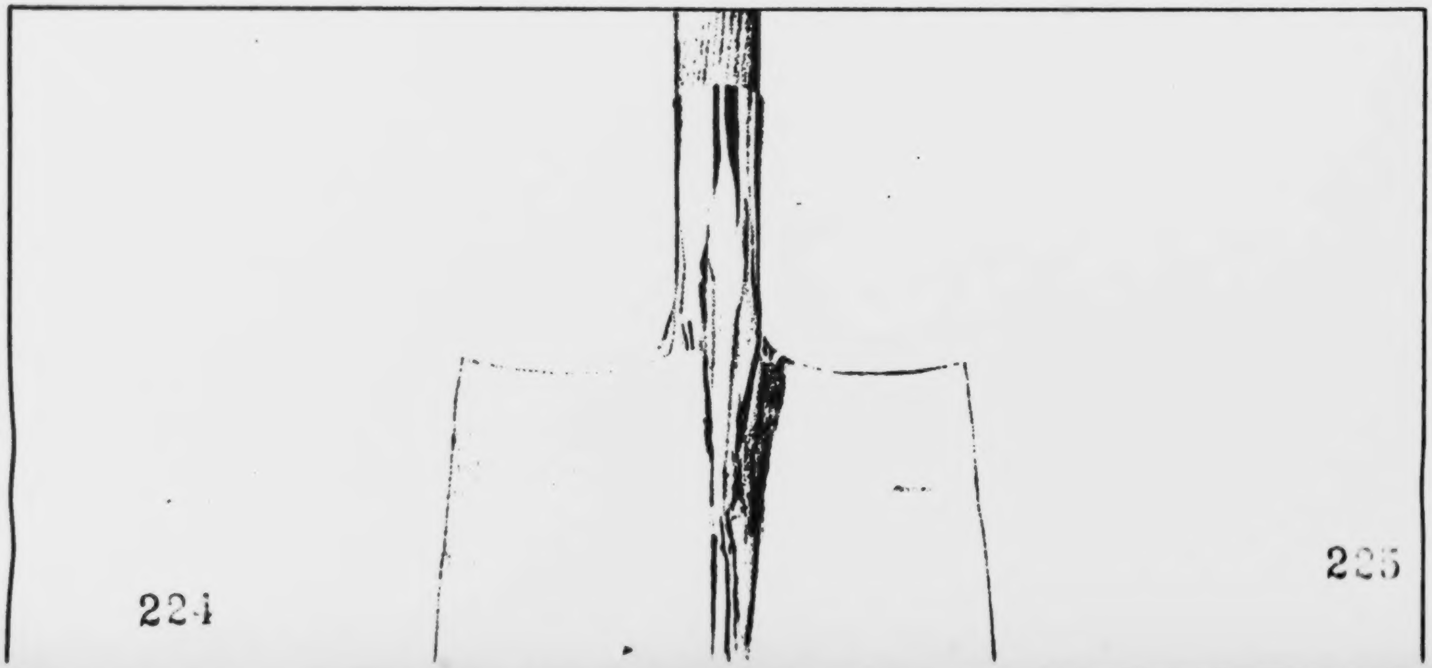
This spring, the program includes 80 hours of live television broadcast from 7 schools in 5 school districts in central Iowa, Ms. Hoy says. The schools and the 17 teachers involved in the program receive small stipends for their participation, she says.

Research done on Iowa State students who participated in "Teachers on Television" shows that they later did significantly better in teaching situations than did students not in the program, Mr. Hoy says.

Ms. Hoy says she hopes the program, which has received money from the Iowa State Research Foundation and from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, can become self-sufficient through subscription costs paid by colleges that view the program by satellite. The fee is $2,000 a semester for each institution, she says.

—T.J.D.

For more information, contact Mary T. Hoy, assistant dean, College of Education, E262 Lagomarcino Hall, Iowa State University, Ames, Iowa 50011; (515) 294-1915.



Thursday, April 14, 1988
7:00-9:00 a.m.

TEACHER
on Television

Join Us For a Demonstration of the TOT Program and Continental Breakfast

Sheraton-Spokane, Kaiser Mead Room

Sponsored by:
Teacher on Television
College of Education
Iowa State University
Ames, Iowa

March 9-11, 1988

TEACHER
on Television

A Special Education Classroom

from Des Moines, Iowa

Washington Hilton Exhibition Hall, Booth #71

Sponsored by:
Teacher on Television
College of Education
Iowa State University
Ames, Iowa

OPTIONAL PARENT-TEACHER CONFERENCES IN MAY

Parents or teachers may initiate these meetings if concerns exist beyond the regularly scheduled spring conference in March.

KINDERGARTEN ORIENTATION MEETING WITH PARENTS

The date of this event will be announced as the district makes the necessary preparation for the activity. You will be receiving more information towards the end of February or the start of March. However, a survey form will be sent home during February to identify prospective kindergarten age youngsters.

PRESIDENT'S DAY OBSERVANCE - FEBRUARY 15

The Ames Patriotic Council will be holding a President's Day Observance on the 15th from 7:00 - 8:00 p.m. at the Masonic Lodge (715. S. Duff Avenue), with refreshments following the program. Three Presidents will be honored. The council looks forward to having some of the school children and their parents on that evening.

EARLY CHILDHOOD NEWS

This edition of the Northwood Communique features the "Teacher on Television" (TOT) program that is occurring within the early childhood unit (grades 1-2) at Northwood School.

This year four primary classrooms at Northwood School will be televised "live" to the Iowa State University campus as part of the "Teachers on Television" project. Mrs. Bents, 2B, and Mrs. Amfahr, 1A, have participated during the fall semester, and Mrs. Ulvestad, 2A, and Mrs. Koester, 1B, will be broadcast during spring semester.

The opportunity for college students to observe a variety of teaching styles and classroom settings has added an exciting new dimension to the teacher education program!

Here's what parents, teachers and kids are saying about their involvement in TOT . . .

> "I enjoyed the 'birds eye view' of my child at work in school. I had an opportunity to observe her unnoticed and with objectivity. In addition, when students were graphing personal opinions about school, their responses were kept from camera observation, thus, I was assured of her sense of personal privacy. That impressed me..."

> "Viewing the classroom on TV allowed me to see my daughter's participation in class, her interaction with other students and her work habits without her being distracted by my

Friday, February 19

TEACHER
on Television

A Third Grade Classroom

from Des Moines, Iowa

1:00 - 3:00 pm   Rampart Room, Hyatt Regency

Sponsored by:
Teacher on Television
College of Education
Iowa State University
Ames, Iowa

Monday, February 15

TEACHER
on Television

A Third Grade Classroom

from Des Moines, Iowa

7:00 - 9:00 am Santa Fe Room, Town and Country Hotel

Sponsored by:
Teacher on Television
College of Education
Iowa State University
Ames, Iowa

Tribune photo by KERRY GIBSON

Gary Milbach, an elementary education major at ISU, watches Fellows first grade teacher Marjorie Switz in action in the classroom.

Tube helps teachers groom for classroom

By PAMELA HINMAN
Staff Writer

Appearing on *Candid Camera* was never like this.

While Allen Funt presented many entertaining ruses during the run of his show, Iowa State University takes the camera into area class rooms as an educational tool.

Five years ago the College of Education placed a camera in a second grade class room at Fellows Gertrude School, 1400 McKinley Dr., to provide a "pre-teaching student experience" for the ISU education students, said Mary Hoy, assistant dean in elementary education.

The Teacher on Television (TOT) program is the only program of its kind in the country and has been chosen as one of three finalists in an national education program competition to be held in Houston, Texas, next week, she said.

"(TOT) gives the students the opportunity to see dif-

TOT see page 7

TOT/ 'You see the good and the bad'

CONTINUED from page 1

ferent kinds of teaching. Students are able to see the teacher today, tomorrow and the day after. One does not complete a lesson in one day," Hoy said.

Co-directors Hoy, Donna Merkley and seven area teachers will travel to Houston on Feb. 16 to give a presentation of the TOT program, including a class room link up with Fellows School for convention-goers to see.

Lisa Baker, a junior in elementary education said being a "mouse in the corner" is very beneficial.

"It makes what we learn in the text books real. It will never replace student teaching. But it gives the student the chance to see what teaching is really like without being a big disturbance to the teacher. Also, children sometimes behave differently when there is someone else in the room," she said.

Nancy Frazier, second grade teacher at Fellows School agrees. "Sometimes when students come into the class room people have the tendency to want to show their stuff. But, when the camera is in there everyday you get the nitty gritty. You see the good and the bad."

Frazier was the first person to have a camera in her class room when the techonology was not as advanced as today.

"They brought the camera in on a tripod and put it right in front where students could make faces. It wasn't sophisticated as it is today," she said.

However, after the first few days, Frazier said the students "become oblivious" to the camera.

"There is a little noise from the camera, but I approach it from the point that (the students) are just doing their job. It's not a performance but how hard they work," Frazier said.

Education students back on the ISU campus are able through assigned class work or during their free time to go into North 117 Lagomarcino Hall during the day to view class rooms in action.

While TOT began in one class room, the program has now expanded to four class rooms at Fellows, two at United Community School in Ballard, two at Milford School in Nevada, one at Roland-Story, two at each Rice School and at Douglas School, both in Moines.

"Parents are always wei formed their student is going to a class room with a camera, a they don't want their stude there he is allowed to be p another class room," Hoy said.

Panel approves education hookup

United Press International

Des Moines

Iowa students could soon have access to a statewide telecommunications system to augment their classroom learning, under a bill approved by an Iowa Senate panel.

The measure calls for the state to initiate a system of television and computer hookups throughout the state. The system would be available to public and private school systems, colleges and universities and some specialty schools which want to transmit or receive instruction, workshops or seminars around the state.

The system, which was highly touted by state education officials, is said to provide learning opportunities otherwise unavailable to certain schools or geographic areas of the state.

Members of the Senate State Government Committee Tuesday reluctantly approved the bill, amid a strong argument the Senate Education Committee should have had jurisdiction over the legislation.

SENATE MINORITY Leader Cal Hultman, R-Red Oak, the bill's chief backer, said a telecommunications system is needed if the state is to provide top quality education. He said the system would cost the state and school districts very little, with the results being invaluable.

Under the plan, Hultman said, school districts or colleges could participate by erecting a satellite dish or other receiver at a cost of about $2,500. They would then pay a "user" fee to offset the state's cost of coordinating the program.

The system would be monitored by a 13-me panel, consisting of currrent members of the Public Television Board, educators, journalists other state officials. The bill specifies the sy would not be directly available to private industry would it compete against private industry.

"Southwest Community College in Creston h two-year nursing program," Hultman said. "Wit sort of system the University of Iowa could give the third and fourth year without those stu leaving Creston."

THE SYSTEM already is scheduled to be test limited use in two Iowa school districts, on Hultman's district and another in Pottawatt County.

Sen. Richard Drake, R-Muscatine, said telecommunications field is in its infancy, but such a system will save a considerable amou money over several years.

"For those advanced students, you wouldn't ha send teachers all over the state," Drake said, "th just get that instruction off the television."

Hultman said he expects the measure to pass the Senate, but not by much. He said the idea is a " approach" that many of his colleagues may understand.

Sen. Forrest Schwengels, R-Fairfield, supporte bill, but joined other panel members in arguing the Education Committee should have had some in mainly because education funds would be use create the system. Hultman said each member of education committee was briefed about the bill.

Iowa State Daily
Tuesday, November 17, 1987
Serving Iowa State University

College of Education to start summer institutes

by ANNE FARRELL
Staff Writer

Several ideas for developing professional growth among teachers were discussed at a recent Iowa State teaching symposium, according to Virgil Lagomarcino, dean of the the College of Education.

The symposium brought together three teachers who have been recognized by their respective states as "Teacher of the Year."

Lynda Hatch, Oregon Teacher of the Year for 1982, Inga Smith, Ohio Teacher of the Year for 1983, and Richard Peters, Iowa Teacher of the Year for 1987, were the speakers at the Nov. 5 symposium. During the program, each teacher had a chance to share his or her philosophy of teaching with the audience of over 400 ISU students, faculty, graduates and area elementary and secondary teachers.

One proposal coming from the symposium is the idea of hosting a summer institute at ISU. Some faculty members asked the teachers of the year for advice about such an institute, which would cater to continuing education needs of area teachers. Lagomarcino said tentative plans are being "discussed" and a summer institute could be scheduled for the summer of 1988.

"What we want is an op-

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Teaching symposium a success

● from page 1 / EDUCATION

portunity for practicing teachers to sit down with recognized professionals and with our staff to engage in dialogue," Lagomarcino said.

The needs of practicing teachers are learned from "extensive studies" of ISU graduates following their first year of teaching and again after their fifth year of teaching. "We know a great deal about their perceptions, and we continually revise our program," Lagomarcino said.

Joanne McKay, secondary education instructor, explained that the summer institute is still in the beginning stages. Classroom management, motivation and communication with parents are possible themes being considered for the institute.

McKay said the institute organizers aren't sure of their targeted audience. "We might use a team approach with a principal, an experienced teacher and a first year teacher as one team," she said.

Another area of growth for the College of Education is the expansion of its "Teacher on Television" program. Lagomarcino said the college is working on getting a satellite uplink for "Teacher on Television," which would allow the program to be broadcast across the country.

The program consists of classroom teachers who have television cameras situated in their classrooms. These teachers provide examples others can learn from. The classes can currently be viewed by ISU students in Lagomarcino Hall.

"We are marketing the program," Lagomarcino said. "Other colleges will subscribe to it."

Lagomarcino spoke of one other program being planned. "We have received grants for a teaching assessment module," he said.

The module uses videotapes and interactive computers so college students can observe the tapes and comment on occurrences.

"It will enhance student perceptions (of classroom situations) and allow students to compare responses," Lagomarcino said.

Lagomarcino spoke of the innovations of the college as "a ta
force process of continuing to i
prove."

He cited the Teacher of t
Year Symposium, "Share t
Excellence," held at the Schem
Continuing Education Buildin
as an example of the college
commitment to growth.

McKay was responsible f
coordinating the event, accordin
to Lagomarcino. McKay said s
recently wrote her thesis o
teachers of the year from th
Midwest.

McKay said, "One thing I di
covered was that teachers of th
year felt they hadn't been used (t
their fullest potential)." She sai
she thought a symposium woul
allow the teachers to share thei
excellence.

McKay explained her obje
tive, "I wanted people to see tha
one of the goals you can have is t
be the best and to be recognized a
the best."

The symposium gave student
and teachers "direct contact wit
some of the nation's outstandin
teachers," Lagomarcino said, wh
added that these ideas woul
continue to grow and improve i
the future.

TEACHER
on Television

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Observation Module Description

Observation Module Sample

Teacher on Television: Iowa State University

Dr. Mary P. Hoy, Dr. Donna M. Merkley
Project Co-Directors

Iowa State University (ISU), in cooperation with five central Iowa school districts, is utilizing the technology of live television as an avenue for preservice teachers to observe teaching and learning activities in elementary schools. In a continuing effort to enhance the preparation of education personnel, Iowa State University, in collaboration with local school districts, addressed these identified needs:

1. the need to increase preservice teachers' clinical experiences,
2. the need for early observation experiences,
3. the need to involve public school teachers in teacher preparation, and
4. the need for preservice teachers to have experiences with a variety of classrooms, teachers and students.

To accommodate these needs, initial clinical experiences occur via live television, thus eliminating the time and cost of students traveling to the local classroom as well as eliminating disruptions caused by observers.

The televised classrooms provide observation opportunities from regular and special education classrooms, first grade through eighth grade in a variety of settings. The public school classrooms are equipped with several ceiling microphones and a pedestal-mounted camera with capabilities for pan, tilt, and zoom operated from the campus observation center.

Since the complex and unpredictable nature of the classroom requires that teachers develop sophisticated observation skills, the TOT program is supported by an observation module infused into preservice teachers' initial teaching methods course. The observation module focuses on providing preservice teachers with skills in observing for the following:

--classroom setting
--motivation techniques
--student involvement
--management techniques
--instructional sequence
--questioning techniques
--nonverbal communication

The module is infused into the preservice teachers' initial teaching methods course through lecture and readings with TOT broadcasts serving as a practicum or lab application of observation learnings. Mrs. Sharon Lee, an Iowa Teacher of the Year, says, "I wish, that as a student teacher, I had had access to such complete training."

Student viewing at the observation center, accomplished as their schedules permit, is generally guided by assignments from education faculty, although additional unrequired observations are completed by students during various segments of the broadcast week. The TOT facilitator is an ISU instructor assigned full time to coordinate the TOT observations. The facilitator is, therefore, able to reinforce, as the students observe, those concepts presented and practiced in class. Dr. Fred Duffelmeyer, Professor of Elementary Education, states, "The facilitator's remarks are very pointed. There is always something to observe." Because faculty are given the TOT broadcast schedule for the academic year, specific observation assignments can be integrated into methods courses. These assignments reinforce methods concepts as well as extend and refine students' observation skills addressed in the initial teaching methods course. This model provides observers an opportunity to discuss instructional skills and student/teacher interactions in a variety of settings. Student observers had these comments:

> "I loved the TOT--it gave me a lot of ideas."
> "The teacher made it easy to observe nonverbal communication."
> "The management section made me think--I had to think of alternatives."
> "TOT is very helpful because you can actually see what is going on. It gives you a taste of what teaching is really like."
> "You can talk, but 'really see' what's happening."
> "You can actually see implementation, then discuss the observation."

Live satellite broadcasts, from a variety of classroom settings to teacher preparation programs around the country will begin Fall 1987. Faculty and students from teacher preparation programs located across the country observed pilot satellite broadcasts. Dr. Leo A. Frommelt, Chairperson, Department of Education, Briar Cliff College, remarked,

> "I valued the opportunity to view the segment on Friday of the past week. Adeptly presented, it demonstrated its value in nonintrusively exhibiting an experienced professional using effective teaching strategies as well as classroom management approaches."

Institutions interested in receiving broadcasts should contact the project directors for additional information (515/294-1915, N108 Lagomarcino Hall, Iowa State University, Ames, IA 50011).

Observation Module Description

The module "Observation: Key to Experiential Learning" has been integrated into the scope and sequence of all sections of El. Ed. 345, Strategies in Teaching. The module focuses on providing sophomore level preservice teachers (N=120-160 each semester) with skills in observing for the following components:

classroom setting
use of resources
motivational techniques
lesson design
communication techniques
questioning techniques
student involvement
management techniques

As part of the module, students are given instruction, guided practice and independent practice in various techinques of data collection during observation in order to summarize module components. The module is integrated into El. Ed. 345, Strategies in Teaching, for preservice teachers in the following manner:

1) Purposes of observation in education and the theoretical base for the module components are presented in a large class setting (El. Ed. 345, N=40), with practice observation for module components via videotaped segments already existing in the departmental library. Incorporation of interactive video programs for three module components is being piloted Spring 1987.

2) Assigned reading from the textbook and journal articles supplement the theory presented in the large class setting

3) The TOT broadcasts then serve as a practicum or lab to apply observation learnings. The El. Ed. 345 instructor coordinates observation assignments with the TOT facilitator. The facilitator is therefore able to reinforce, as the students observe, those concepts presented and practiced in class.

MODULE SAMPLE

Questioning

I. Overview

Questioning is an integral part of meaningful involvement in learning. The following excerpt was written by Dr. Francis Hunkins:

> "Regardless of whether a teacher is functioning inductively or deductively with data, he/she needs to generate questions. And the questions that are created and the manner in which they are phrased and sequenced influences the quality, significance, and accuracy of the learner's conclusions and what is done with those conclusions." *

The use of insightful questions, as well as the teacher's response to students, helps students to become critical processors and consumers of information...questions are a means of increasing the interaction patterns and the degree of involvement.

II. Objectives

Students will be able to:

...identify high level and low level convergent/divergent questions posed by the classroom teacher.

...summarize teacher's redirection, prompting, and probing techniques during classroom instruction.

III. Activities

-- Read Cooper, J. M. (General Editor). Classroom Teaching Skills, 2nd Edition. Lexington, MA: D. C. Heath and Co., 1982.. Ch. 5 "Questioning Skills," pp. 148-186.

-- Read Jacobson, D., Eggen, P., Kauchak, D. and Dulaney, C. Methods for Teaching: A Skills Approach, Ch. 6 "Questioning Skills," pp. 145-159.

-- Participate in Question Master Game.

-- View videotape of questioning techniques.

IV. Observation Lab

-- Complete observation form.

---

* Hunkins, Questioning Strategies and Techniques (Boston: Allyn and Bacon, 1972).

Questioning

We can examine communication skills when observing a teacher's questioning techniques. This observation is in two parts.

Name____

Date________ Time in______ Time out______ Grade Level____ Subject________

School______________________________ Teacher______________________________

PART I

Copy exactly nine questions asked by the teacher. Label each question -- low level, high level, convergent or divergent.

____

____

____

____

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____

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____

____

____

____

____

Summarize how the teacher uses the following to convey his/her message.

-- volume

-- variety of tone

-- rate of speech

PART II

Time in________ Time out________ Subject area______________________________

Record examples of teacher's responses.

Verbal Reinforcement	Nonverbal Reinforcement	Prompting (providing) structuring comments or questions if student's response is inaccurate, hesitant, absent)	Probing (asking for an extended response if student's comment is incomplete)

published weekly for members of the
faculty, professional and scientific
staff and merit staff of Iowa State University

university news

Vol. XXXIII, No. 24
March 13, 1987

p. 219

THE TEACHER ON TELEVISION project, funded in part by FIPSE (Fund for the Improvement of Post Secondary Education) received an award as a finalist for the Distinguished Program in Teacher Education sponsored by the Association of Teacher Educators (ATE). As part of the presentation as a finalist, the project co-directors, Mary P. Hoy and Donna J. Merkley, presented the TOT project at a session in Houston, Texas, Feb. 16. Seven area public school teachers who are TOT broadcast teachers and several of the administrators also attended the conference to assist in the project dissemination. A major feature of the TOT presentation was a one-hour live broadcast from an Ames first grade classroom via satellite. A number of teacher preparation institutions from across the United States observed the broadcast.

Chalk

Report To The Community • Des Moines, Iowa, Tuesday, January 27, 1987

Around the D.M. public schools

Douglas – The Teacher on Television program, which allows ISU students to watch Douglas teachers John Randolph and Sharon Lee in action has been named a finalist for the Distinguished Program in Teacher Education Award.

Rice – Future teachers have been keeping an eye on classes at Rice Elementary School. Students in Iowa State University's College of Education observe by television the teaching methods of Pat Seivers and Violet Fosselman at Rice. Cameras mounted on classroom walls transmit teacher and student activities by closed circuit to a viewing room in ISU's College of Education. The award-winning program is a joint venture of ISU and Des Moines Public Schools.

New Horizons – One hundred and forty-six Des Moines homeowners have warmer houses this winter and a warm spot in their hearts toward 15 New Horizons Handyman students. Under the supervision of Jose Gomez, Rick Smith, Neil Bryant and Gary Banks, the students

high schoolers living three miles away. Children who participate in special programs such as Kindergarten Enrichment or Central Academy are transported free of charge from their neighborhood school building to the building housing the program. Each day an additional 250 students who don't qualify for free transportation pay 50 cents for a bus ride.

Getting children to school safely and on time is the goal of the 36 women and 81 men who drive Des Moines school buses, but behind the scenes at the bus garage an army of people work to insure that the goal is accomplished.

Lead drivers act as substitute drivers and at a moments notice must be ready to drive any of the 375 bus routes. When not driving, they do a variety of other jobs such as training new drivers, re-upholstering bus seats and fixing two-way radios. Though the drivers weren't hired to sew seat

breakdown, an extra bus is sent out to finish the route. A mechanic is also sent out to fix the bus on the spot or have it towed to the garage.

The mechanics have recently finished converting all the buses to propane, which is saving $25,000 each year in fuel costs. Now they are installing lifetime oil filters, which will save $80,000 over the next 15 years.

Another vital behind-the-scenes job is that of route manager Bonnie Sullivan. "She has a time-consuming, tedious, very stressful job due to constant changes in the bus schedule," said Anderson. He's seen Sullivan make as many as 150 schedule changes in one day, involving students' addresses and pick-up points and the re-routing of as many as eight buses.

Besides these duties, Sullivan also keeps a constant eye out for the most efficient and economical route for each bus.

Project Impact gives

Des Moines Pl

- Provided five campus monitors for the high schools.
- Continued to improve on English, math and social studies achievement tests.

"George Burns said 1986 was a great year for him because he started it and he finished it," Dr. Anderson said. "We think 1986 was a great year for us because these changes and many others made us a better place to learn in December than we were last January, but the real answer is what you think."

He said the district faces five challenges:

"The first challenge will be to provide both quality and equality of opportunity – both issues have to be improved.

"The second challenge we face is to lessen our fiscal liability with the number of lawsuits and legal actions being taken against the district.

"The third challenge will be to provide the necessary help for our 'at-risk' students, and this will

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Creativity is trademark of Teachers of the Year

TEACHERS

Continued from Page One

teachers who can teach, but he puts it together with real life."

There are many teachers who can teach, but only 23 have been selected as Iowa Teacher of the Year since the state competition started in 1958. The contest, which was not held during several years in the late 1950s and 1960s, attracts about 40 candidates a year, said Joe Wolvek, an Iowa Department of Education official. Teachers must be nominated by their superintendent, he said.

The Iowa Teacher of the Year, who is selected by a committee appointed by the state education department, goes on to national competition sponsored by the Council of Chief State School Officers in Washington D.C., Good Housekeeping magazine, and Encyclopaedia Britannica. Jean Listebarger Humphrey, an Ames elementary teacher at the time, earned the national honor in 1958.

Some Iowa Teachers of the Year said they wanted to be teachers when they were children; others fell into teaching by accident. Some have left the classroom for greener pastures or other pursuits; some stuck with teaching because they love it and cannot imagine doing anything else. Two have died.

Interviews with 21 Iowa Teachers of the Year found they have remarkably similar ideas about the qualities that make a good teacher and the joys of teaching.

They shared very different thoughts, however, about what is right and wrong with education

◆

What are the qualities of a good teacher? What makes a teacher a Teacher of the Year?

Knowing the subject at hand, com-

They were Russian peasants during the Communist revolution and Nazis in Hitler's Germany. Beghtol, 50, left teaching for a better-paying job and is now assistant director of a state psychiatric hospital in Staunton, Va.

What the Teachers of the Year said they disliked most about teaching varied a great deal.

The public's lack of support for teachers and difficulty motivating students were among the most frequently mentioned frustrations. Several said schools need more money for books and field trips. One said it is aggravating to be paid the same salary as a teacher who puts in a 40-hour week.

"It's extremely difficult to get through to students today. I think it's getting more difficult all the time. They just don't seem to be interested in learning," said Howard Carter, the 1980 Teacher of the Year. Carter teaches students who also hold part-time jobs through the cooperative education program at Central Lee High School in Donnellison.

"There was a time when teachers' status was high and we were looked up to. . . . We're not held in such high regard anymore," said William Houser, the 1964 Teacher of the Year. Houser retired early from his science teacher's job at a New Jersey high school and now works part-time as director of public relations at a hospital in Waverly. Houser taught at Roosevelt High School in Des Moines when he won the award.

"I wish that parents had a greater commitment to their children's education than they do," said Peters, a former Mount Vernon mayor.

Other teachers, however, said they feel that teachers in their communities enjoy respect and support.

"I think we're fortunate in Iowa

REGISTER CHART BY MARY PAT HANSON

Iowa's teachers of the year

Year	Name	Subject	School district	Profession today
1958	Jean Listebarger Humphrey	Elementary	Ames	Homemaker
1964	William V. Houser	Science	Des Moines	P.R. director, Waverly hospital
1965	Betty Jean Hyde	English	Des Moines	Principal, middle school
1968	James Lockett	Family Life	Keokuk	Died 1982
1969	Jane Craiger	Elementary	Des Moines	Education consultant
1970	Beulah Anderson Pingel	Elementary	Emmetsburg	Homemaker-Paullina
1971	John D. Beghtol	History	Centerville	Hospital administrator-Virginia
1972	Jean Bogardus	English	Clear Creek	Retired due to illness - Cosgrove
1973	Goldie Michalek Holden	Elementary	Mason City	Homemaker
1974	Genevieve Wallace	Elementary	Des Moines	Retired
1975	Alice Elizabeth Piercy	Reading	Iowa City	Died 1976
1976	Bettie Youngs	Remedial reading	Des Moines	Author-California
1977	Shirley Jean Fouts	Social studies	Iowa City	Education consultant
1978	Helen Finken	Social studies	Iowa City	Same
1979	Richard A. Wilson	Physical education	Centerville	Same
1980	Howard L. Carter	Cooperative education	Donnellison	Same
1981	Dan Gogerty	English	Iowa City	Teacher in Huxley
1982	Darlene Frazier	Art	Boone	Same
1983	M. Gene Ulrich	Science	Sioux City	Financial planner
1984	Sharon June Lee	Elementary	Des Moines	Same
1985	Margo J. Cheesebro	English	Sioux City	Same
1986	Linda Pershall Calvin	History, economics	Urbandale	Same
1987	Richard Peters	History	Mt. Vernon	[illegible]

change many things about education,

future of education ranged from

Ames (Ia.) Tribune, Friday, November 21, 1986

elcome Governor Branstad
FELLOWS

'eterson surprised her parents and
s by writing Govenor Terry Branstad
ting him to visit her fourth grade class at Fellows School. Here Peterson presents the governor with a school sweatshirt.

Branstad pays visit to Ames grade school

By KERRY GIBSON
University Editor

A personal letter from a Fellows Elementary fourth-grader brought the state's chief executive to Ames Thursday afternoon for a brief visit.

Laure Peterson, a student in Sharon Wade's class at Fellows, took it upon herself to write Gov. Terry Branstad, inviting him to attend her school.

"I wanted to meet him and see what he was like," Peterson said, "and to show him my school."

Only Peterson, her family and a couple of close friends knew about the letter so it came as somewhat of a surprise to acting-Fellows principal Mary Sterling when the governor's office called to arrange the visit.

"We weren't aware of it at all until the governor's office contacted us," Sterling said. "We were pleased but just a little surprised."

VISIT see page 9

Visit/ Gov. gets Fellows sweatshirt

CONTINUED from page 1

Peterson, the daughter of Marv and Barb Peterson, did have a little help from her uncle in polishing up her letter to the governor, and possibly some inside influence in arranging the visit. Her uncle is Ames native Dick Vohs, the governor's press secretary.

"I wrote the letter and my uncle helped me rewrite it," Peterson said. "The governor gets lots of letters, but he read mine and decided to come visit here."

Peterson said the power to bring the governor to school for a visit has made her somewhat of a celebrity.

"One girl came up to me and asked me if I was Laure Peterson," she said, "and then she shook my hand and told me 'Thanks for inviting him.'"

During his visit, Branstad talked briefly about his role as governor and fielded questions ranging from tough political hardballs on "Star Wars" and environmental issues to probings on what he remembered from his early elementary school days. The governor also visited a fifth grade classroom equipped with a Teacher on Television hook-up with Iowa State University.

At the close of his visit, Peterson presented Branstad with a Fellows sweatshirt which he vowed to wear while jogging in Des Moines. The presentation went well despite some understandable nervousness on Peterson's part.

"I practiced with my mom what I was going to say," she said, "and I practiced here at school."

After all, how many fourth graders get to give the governor a sweatshirt?

Co-directs college learning technique

—by Sandy Opstvedt

College of Education students at Iowa State University can observe thirteen area elementary and middle school classrooms from five different schools without leaving the ISU campus.

The project is a learning technique co-directed by Assistant Dean Mary Hoy, Story City, and Dr. Donna Merkley, Ames, under the Teacher on Television (TOT) program. Through the use of a camera mounted on a pedestal in designated rural, urban and metropolitan classrooms, teaching students may watch live broadcasts of class activity for an entire school day.

Thus, college students can be made award of diverse cultural and learning characteristics without the time, expense and possible disruptions which would ordinarily occur if they were to visit the school systems personally.

According to Hoy, the college has agreed to broadcast all school sessions "live" and not videotape any of the broadcasts except when special permission has been granted.

Telephone wires have been installed in the selected school rooms and are linked to a control board at ISU, which is operated by Gini Michel of Story City.

Michel can use the control to "pan in" on individual activity, screen the entire class or project certain small group settings.

Teaching students from various ISU classes work from a "Rainbow Packet" and complete 160 assignments dealing with each live broadcast. Among the focal points included in the project are classroom settings, use of resources, student involvement, instructional sequence, motivational technique, communication, questioning techniques, management techniques and exceptionalities.

TOT began as a pilot one-day experiment in 1982 and was expanded to include four classrooms. At that time it was funded entirely by the university.

As the program proved to be successful, a federal grant was awarded through the United States Department of Education Fund for the Improvement of Secondary Education (FIPSE) agency. Thus, the College of Education was given $427,701 and is now beginning its second year of the three year project.

Hoy said some of the more interesting and outstanding first through eighth grade and special education teachers from area school districts were selected to have their classes monitored. Thus, ISU students observe the day-long class activity of area teachers Jerry Pierce, Roland Story; Joe Toot and Mary Osmundson, Nevada's Milford School; and Marjorie Switz, Nancy Frazier, Shelly Boyd and Beverly Saxton from Ames Fellows Elementary. Also, classes from United Community School in rural Boone and Rice and Douglas schools in Des Moines are viewed from ISU. All the teachers who participate in the TOT program are listed under a "Collaborator" rank in the College of Education catalogue.

Hoy explained that one classroom is usually monitored for five consecutive days, once during the fall semester and again in the spring. Toot and Osmundson's classes in Nevada are each viewed for one five-day session annually.

Pierce's 7th and 8th grade language arts class in Roland was recently broadcast as a two-day pilot project, but a five-day observation has been scheduled for May 4-8. At that time, according to Hoy, it will be determined whether the broadcast from Roland can continue in the future.

Hoy described the town of Roland as being located in a bowl-like terrain with Roland at the bottom and the surrounding land somewhat elevated. That factor, along with other interferences such as tree leaves, block the "line of sight" transmission signals which travel via satellite through the Alleman towers. Thus, various problems may occur at the receiving end on campus.

Hoy said the ISU students have witnessed a multitude of invaluable experiences through the program. Among the unexpected, was a day-long pantomime instruction done by a teacher with laryngitis, who even dressed the part. Also, a student teacher whose father was a mortician interrupted a regularly-scheduled reading class one day to discuss death and dying when the class gerbil died.

According to Hoy, at least 100 people are involved with the TOT program in some way and 25 individuals including technical assistants from the WOI television station in Ames have salaries which are at least partially paid through the program.

TOT can be uplinked to a telecommunication satellite for transmission to any teacher instruction institution in the U.S. In fact, according to Hoy, it is hoped that similar programs can be set up across the country so those in teacher education classes at any college or university could acquire access via satellite from classroom situations in any one of many designated school systems.

Although country-wide transmissions are scheduled to begin in the fall of 1987, many institutions had an opportunity to

—continued on page 2

Classroom project

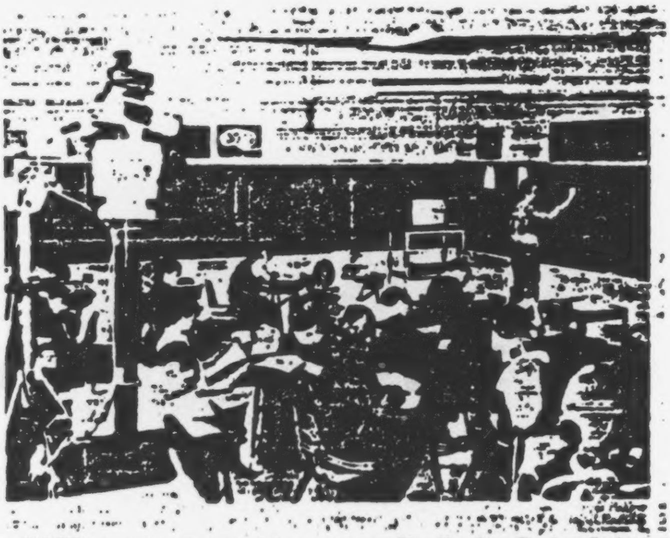
—continued from page 1

observe a live broadcast from Rice School last Friday. At that time, Hoy was guest speaker at a Teacher Education Division of the Council for Exceptional Children conference in Atlanta, Georgia.

As she spoke, a monitor showed the class session at Rice in addition to a class lab held at Iowa State. She said the ISU teaching college had been contacted by nearly 50 collegiate institutions which were interested in picking up the satellite signal for Friday's broadcast.

Hoy explained that she could have taken the control panel to Georgia and focused on particular points of interest in the Rice broadcast. The college, however, only has one control board presently so she opted to have it operated from Ames. Future plans include acquiring at least one additional control.

As a result of its success, the TOT project is now being considered by the Association of Teacher Education for the Distinguished Program in Teacher Education Awards which will be given at its Houston Convention in February.



A CAMERA situated in the back of Jerry Pierce's 7th and 8th grade language arts classroom monitored the students and teaching techniques for Iowa State teaching students last week. Roland-Story is one of five area schools to be monitored under ISU's Teacher on Television program. Mary Hoy, Story City, is co-director for the project, which began in 1982. A grant of nearly one-half million dollars has been received by the College of Education to fund the program.

—photo by Barb Larson

The Story City Herald, No. 47, Wednesday, November 19, 1986, p. 1.

Friday Morning, November 14, cont'd

0:20-11:50
NVOY ROOM

STUDENT TEACHER TRAINING: PART II

"Two models of hands-on teaching: Junior-level practicum in clinic and classroom"
Presented by: C.R. Anderson and D.E. Norton (Texas A & M University)

Moderated by: Nancy Pollard (West Georgia College)

Two independent models of practicum are described to provide junior-level pre-student teaching students hands-on experience with handicapped and deprived pupils.

2:00-1:45
ALON II

LUNCHEON

Presiding: Ann Nevin, President of TED
Presentation: TED Publication Award to Marilyn Friend: recepient's response

Friday Afternoon, November 14, 1986

:00-3:25
ALON III

CRACKER BARREL ON HOLMES GROUP PROPOSAL

Presiding: Colleen Blankenship (University of Illinois)
Participants: M. Stephen Lilly and Martha Fitzgerald

An opportunity to interact on the Holmes Group proposal with special education teacher educators now holding positions as Dean in Colleges of Education.

:00-3:25
ALON IV

USING TECHNOLOGY IN TEACHER TRAINING

"Teacher on television: A model for restructuring observation experiences"
Presented by: Mary P. Hoy (Iowa State University)

"The use of computer interactive video tapes to supplement inservice training in mainstreaming for teachers and other personnel"
Presented by: Dvenna A. Duncan and June Canty-Lemke (University of Portland)

Moderated by: Tom Reed (Valdosta State College)

Description and possible demonstration of using live microwave television broadcasts from selected rural, urban and metropolitan elementary and special education classrooms to the preparation institution for doing direct observation of teachers and students. A demonstration of the use of computer interactive video tapes for doing follow up instruction with inservice teachers will also be provided.

Good communication is personal. Edgar Dale

UNTERPOINT , November 1986

CHER LEVERAGED CURRICULUM

A Prototype Inservice Program Using TV

[illegible]

) those subtle clues in a dent's behavior that tell u he's "got it," and how to ate moments that enable ery student to "get it." [illegible]

In the summer of 1986, 30 chers learned a diagnostic-escriptive technique: watch student in a lesson and deotape the moment when 's "got it" or "missed it"; alyze the tape to determine hy; and restructure the class address students' deficits.

[illegible] teachers will be [illegible]tioned to use their observations of student performance as the basis for changing the way they teach. Based on observation of their own tapes, they will [illegible] group, individualize instruction, and supplement classroom materials. What could emerge is a new form of classroom management for many teachers. There will be a change from the old model [illegible] of learning geared to the needs of each individual. What [illegible] curriculum [illegible] teacher [illegible]

CONTACT: [illegible] Leveraged Curriculum Project, Capital Children's Museum, [illegible] Third Street, NE, Washington, DC 20002.

TEACHER ON TELEVISION

A Preservice Program with Uplink Capacities

By Mary P. Hoy
Iowa State University

Ames, IOWA — The College of Education at Iowa State University, in cooperation with four central Iowa school districts, is using the technology of television as an avenue for preservice teachers to observe teaching and learning activities in elementary schools. Live broadcasts from 10 classrooms in four diverse school districts are transmitted to an observation center at the University. This allows preservice teachers to observe different settings and student populations, as well as diverse teaching styles.

A module called "Observation: Key to Experiential Learning" is designed to be integrated into the scope and sequence of the initial methods course. This module focuses on providing preservice teachers with skills in observing for the following components:

- Classroom setting;
- Use of resources;
- Student involvement;
- Instructional sequence;
- Motivational techniques;
- Communication;
- Management techniques;
- Questioning techniques; and
- Exceptionalities.

The TEACHER ON TELEVISION program can be uplinked to a satellite for transmission to any teacher preparation institution in the United States. Specific broadcast schedules, negotiated in advance with Iowa State University, can provide a variety of observation experiences. Uplinked transmissions are scheduled for the spring of 1987.

MARY P. HOY is Co-Director, Teacher on Television, N108 Lagomarcino Hall, Iowa State University, Ames, Iowa 50011; 515/294-1913.

WORK
NE

s Angeles Unified School Hotline for math and of Education allocated n teachers in front of the station from 4:30 to 5:30 ys during the school year. ework but show students ution. Before going on the stions to be answered on a talk show, they have s while the show is in

SION
ION FOR
UPPORT

TIPS Project (Television) offers a project-developed gh which families receive ntervention, life planning, vices, and other support ntenance of a handicapped providing a cost-effective, network of support in the avert unnecessary family placement of children with by trained personnel helps resources.

Susan Danis, TIPS, Young op, Inc., 460 West 34th 10001; 212/563-7474.

OOL RADIO
TV

BEM-FM at North High

ADVANCED TECHNOLOGY IN PERSONNEL PREPARATION

Greeley, COLO — The Department of Communication Disorders at the University of Northern Colorado received a federal grant to train pre-professionals (in speech-language pathology and audiology) in case management decision-making at an earlier time in their academic programs than had been previously possible, and throughout their training. The cost-effective delivery system bridges the gap between the classroom and clinical practicum experience. Students are trained as case managers through a series of computerized interactive video simulation modules. The modules cover a variety of therapy and diagnostic techniques in speech-language pathology and audiology.

CONTACT: Julie Hanks, Department of Communication Disorders, University of Northern Colorado, Greeley, Colorado 80631.

ADELPHIA COMMUNICATIONS CORPORATION

Coudersport, PA — Adelphia Communications Corporation is a local cable system that carries programs on its local origination channels that are produced by area colleges. In addition, the system donates channels to local public schools and colleges to be programmed as the institutions wish and provides one free cable drop to each public and parochial school. Adelphia Communications also cablecasts high school events.

CONTACT: Michael J. Rigas, Adelphia Communications Corporation, Box 472, Coudersport, Pennsylvania 16915.

DALLAS TV

EDUCATIONAL TECHNOLOGY IN NEW JERSEY

By Mar[illegible]
[illegible] New Jersey Department of Education

Trenton, NJ — New Jersey has established a plan of action to improve the use of technology in schools in the state. Many districts have already [illegible] technologies in television, computers, videodiscs, and/or robotics in their instructional programs. Districts report addressing three major goals associated with the use of technology: (a) to prepare students to live, learn, and work in an information society; (b) to help students acquire and maintain fundamental language and mathematical skills; and (c) to improve learning of specific concepts and processes associated with other subject areas. [illegible]

The New Jersey Department of Education provides inservice training to assist schools in integrating technology into the curriculum, in keeping abreast of new educational technology hardware and software, and in understanding the potentials and limitations of educational technology. The Department also provides [illegible] curriculum materials to guide districts as they develop technology [illegible] resource guides which identify software and video [illegible] High School Proficiency Test. [illegible]

The Department maintains four regional technology [illegible]

[illegible] provide computer hardware/software evaluation information in all subject areas. Software evaluation fairs are planned for teachers to share evaluation information based on their classroom experiences. Lists of quality software will be disseminated based on feedback from these fairs.

Information retrieval capability is promoted by the Department through the Educational Computer Network and an electronic mail system linking all districts with the county, regional, and central offices. Information on conferences, curricular ideas, new materials, and related matters are shared with districts. A source guide on computer-managed instruction is also being prepared for districts.

The Department of Education is concerned with the equitable use of computers with respect to gender, race, English language proficiency, achievement level, disability, and socioeconomic status. It assists districts in the evaluation and remediation of equity issues related to differential student access to and usage of computers. In addition, the Department is preparing guidelines for policies prohibiting computer fraud and software/video copyright violations.

The Department cooperates with the New Jersey Network (television) and the Agency for Instructional Technology to purchase rights and distribute quality instructional television programs. It also promotes school-business partnerships to help support the use of technology in schools.

United students, teachers make TV debut

By MARILYN VAUGHAN

BOONE — Iowa State University elementary education students are learning how to teach by observing two United Community classrooms on television.

On Thursday, the United Community School Board approved a joint agreement with ISU that will simultaneously broadcast the activities in a special education and a sixth grade classroom to yet a third class — one at ISU. This is the second year of the "Teacher-on-Television" (TOT) program for United, but only the special education classroom was televised last year.

Ken Frazier, United school superintendent, says United has a direct broadcasting path — "a nice clean shot" — to the WOI television station on the university campus. He believes this is one of the reasons why his district was one of the few in Iowa that was asked to participate. Plus, he said, they thought United had good teachers to observe.

Aside from United, classrooms in at least three other districts in Iowa — including Ames and Mason City — are participating in this unique arrangement that provides on-the-air training for future teachers, he said. United is the smallest of the districts.

The teachers are notified of the days that they will be televised, but Frazier says neither the teachers nor the students are bothered by the cameras. The contract carries no expense to the district, he said, and the two teachers receive a small stipend under the arrangement.

Mitch Miller, the sixth grade teacher whose class will be filmed, says the program will be a great experience for college students. He said their biggest problem will be trying to remember what sixth graders are like.

Miller's sixth-grade class will be televised for one week beginning Dec. 3. He says his students were "fired up about it" — until they learned that the camera can zoom in on their work. The program directors at ISU told him that the children often turn around and look at the camera for the first couple days, and then ignore it.

Asked why he was picked for the TOT program, Miller gave two reasons. The first, he says, may have to do with the fact that the program doesn't have many male teachers participating. Miller speculated that the second reason may stem from his involvment at United.

Miller, who is the head softball coach, head football coach, and the newly hired head girls' basketball coach, said he can show the students that elementary teachers can do these activities and teach in the classroom.

Although Miller doesn't have any reservations about being on camera, he said the prospect of being critiqued by a classroom of college students can make anybody nervous.

"They just want to see an everyday classroom," he said, adding he expects to do some additional preparation.

Parents of the children gave the school district their permission to have the classrooms filmed, Miller and Frazier said.

ALSO DURING the meeting, the board heard from Stan Brandmeyer, father of United's starting quarterback Brent Brandmeyer, on another matter. Stan Brandmeyer commented on how it puts additional pressure on students when they are taken out of classes for other activities and then must catch up on the work upon their return, according to Judy Hand, United board secretary.

"It isn't a big concern, it's just something to consider," Brandmeyer said Friday. Although Brandmeyer says high school students need a well-rounded education, and "weighing everything" extracurricular activities are advantageous, he worries that their academic education may suffer.

"I'm concerned that the administration regulates the amount of time kids are taken out of class," he said, adding that he doesn't expect the school board to take any specific action.

"The situation with the small schools is that most kids are involved with a lot more things because of the numbers," he said.

Another well-known Brandmeyer who just graduated from United was also on the school board's agenda, if indirectly. The board received a certificate of appreciation from the Iowa High School Baseball Coaches Association for Mike Brandmeyer's participation on the Iowa high school all star baseball series, Hand said.

IN OTHER BUSINESS, the board heard a report from an advisory committee. The committee members were appointed last year as a result of a state mandate.

The committee is re-working the school's absentee, tardiness and conduct policies, but the board has not yet finalized the new rules, according to Frazier. He says the school district wants to more clearly define the disciplinary steps that are taken to deal with each of these categories.

In the past, Frazier said, "There was some concern that not everyone was receiving the same treatment."

The board also approved an overnight trip to Minnesota for the vocal music students during spring break.

Boone News-Rebuplican,
Vol. 121, No. 216,
Sunday, September 14,
1986.

Terry Smith (Ind Ed; Fall and Spring, 1986-87) has documented the need among Iowa vocational instructors for additional staff development which meets the needs of changing technology as well as requirements for certification and recertification. He will conduct a formal inquiry as to the nature and amount of needed staff development and develop an appropriate delivery system.

VIDEOTAPES TO FOCUS ON ADMINISTRATOR AND SCHOOL BOARD EVALUATIONS

Dr. Richard Manatt, Educational Administration, is project director for a $40,000 grant from the American Association of School Administrators (AASA). Project support will be used to develop two 60-minute videotapes to assist school district personnel responsible for administrator and school board evaluations. Materials will address these specific needs: purpose for evaluating administrators, performance behaviors or competencies, levels of performance for each behavior, adequate forms, procedures for gathering valid and reliable performance data, training for those who supervise and evaluate administrators to ensure uniform practices, information for use in making district personnel decisions, a professional development component, a process for improving student performance, and accountability. Springfield Public Schools (Missouri), Dallas Public School System (Texas), AASA, and RISE will collaborate in developing the instructional package.

NOTIFICATION OF GRANT CONTINUATIONS RECEIVED

Drs. Mary Hoy and Donna Merkley, Elementary Education, have received $156,984 for year two of their Teacher-on-Television Project which is funded by The Comprehensive Program for the Improvement of Post Secondary Education (FIPSE). Through live television broadcasts from selected public school classrooms, TOT allows students enrolled in an introductory education course to observe a variety of actual teaching situations in rural, urban, metro, and special needs situations.

Dr. Fred Gilbert, Director of Talent Search and Upward Bound Programs, has received notification of continued funding for both projects. The U.S. Office of Education is providing $164,157 for continuation of the Upward Bound Program. Now beginning its ninth year, this program exists to increase the probability not only that central Iowa disadvantaged adolescents will complete their secondary schooling, but also that they will gain academic and training skills vital to their attending and completing an appropriate post-secondary program. The U.S.O.E. is also providing $115,621 for continuation of the Talent Search Project. This program, in existence since 1981, serves low income and/or potential first generation students in the targeted central Iowa area.

IASB UPDATE

IOWA ASSOCIATION OF SCHOOL BOARDS 707 MIDLAND FINANCIAL BLDG., 6th AVENUE AT MULBERRY, DES MOINES, IOWA 50309 TELEPHONE 515 288-1991

Volume XIV - Number 10 July 3, 1986

TECHNOLOGY EXPLORED: Over 80 people gathered in Des Moines June 12 to attend a conference entitled, "The Cutting Edge of Technology in Education," jointly sponsored by IASB, IASA and EAI. Keynote speaker for the day-long seminar was Dr. James Mecklenburger, Director of the Institute for the Transfer of Technology to Education (ITTE), a division of NSBA. In his opening remarks, Mecklenburger emphasized that "All is not sweetness and light" in the issues facing the use of technology in education. He said that many policy issues must be addressed in order for education to move forward in technology--what types of technology do schools need, should the range of technologies used in the schools be broadened, and what tools are needed for education? He also emphasized that technology is not merely gadgetry, and that active planning must take place for technology to serve education in enhancing productivity. He offered the following statistic as an illustration of the need for planning--an NSBA study found that 96 percent of the nation's schools are using microcomputers, although only 17 percent report that computers have changed the type of instruction delivered.

Six small group sessions were offered to participants to explore other topics in depth. A system for delivering advanced coursework via satellite was highlighted by Dr. Dan Roe, Superintendent, Murray Community School, and Dick Guenther, Educational Service Director at AEA 14. The system, called Texas Integrated-Instruction Network (TI-IN) has been previously featured in Update and the Dialogue. Through TI-IN, Murray Schools next year will receive advanced math and foreign language courses that they would otherwise not have the staff to offer. Classes are received through a satellite down-link located at AEA 14 in Creston. Dr. Roe said he is also excited about the teacher in-service coursework which will be available to his staff via TI-IN. He estimates costs for the first year of participation at $20,000, decreasing to $10,000 in the second year.

Dr. Mecklenburger conducted a small group session on Videodiscs Technology, which he subtitled, "Star Wars in the Classroom." Mecklenburger said videodiscs met with limited success when originally marketed for the public, but have since gained educational uses as a primary focus. He demonstrated that the discs, read with laser technology, can be used in a variety of ways. For instance, an entire set of encyclopedias can be stored on one of the 12-inch discs. Mecklenburger also described how the discs can be used for storing images, sound or text. Another example he offered was a college placement videodisc which provides visual images as well as text describing numerous colleges throughout the nation. Discs which interact with computer terminals are also in use.

The use of technology in teacher training was the focus of a presentation by Dr. Mary Hoy and Dr. Donna Merkley from the Iowa State University College of Education. They demonstrated their successful Teacher on Television project currently in use at ISU, which provides education students a chance to observe skilled teachers in action via microwave television broadcasts. Begun as a pilot project in 1982, TOT now broadcasts from selected rural, urban and metropolitan elementary classrooms to provide a highly effective model of direct classroom observation as part of the preservice teacher preparation. Cameras are mounted in class rooms, then controlled electronically from the Iowa State campus to focus on particular students or activities. Drs. Hoy and Merkley said that added benefits of the program have been rapport with practicing teachers, and opportunities for preservice teachers to interact with the parents and teachers which periodically visit the observation center. The program is slated for national marketing in the near future.

Lynn Stevenson from the ISU Research Foundation presented a session on a software package to assist administrators in teacher evaluation. The package, called Computer Assisted Teacher Evaluation/Supervision (CATE/S), helps organize evaluation data and suggest improvement strategies for the performance of K-12 teachers.

Project Score: Two-Way Interactive Television, was presented by Harold Prior, Superintendent of the West Bend Community School District. Prior described how two school districts have joined forces to share in a two-way interactive television system designed to improve instructional opportunities.

The sixth workshop offering was a presentation from the Northwest Iowa Technology Consortium. The consortium is conducting a cooperative planning project involving 26 school districts, the Area Education Agency, and Merged Area School 3.

A final panel discussion, moderated by Kelly Schlapkohl, IASA, addressed some of the questions raised during the day-long conference. Primary among those issues was that of where leadership will come from for planning the use of technology in Iowa schools. The Cutting Edge of Technology in Education was a first step for Iowa educators to determine the answer to that question. Dr. Mecklenburger noted that ITTE is currently seeking membership, and that it may be a resource to the Iowa educational community.

ISU College of Education Newsletter, Vol. 2, Spring/Summer 1986

Research Institute for Studies in Education News

Three major grants relating to research and development in the ISU Teacher Preparation Program have been received from new funding sources for the College of Education.

Drs. Mary Hoy and Donna Merkley are co-directors of a three-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education—Teacher Preparation: "Observing Teachers and Students in Diverse Classroom Settings Through the Technology of Television." The first year funding is for $120,256. This grant is one of the largest ever given by FIPSE.

Dr. Roger Volker is the director of a three-year project from the National Institute of Education (NIE)—"Interactive Computer-Video Teaching Assessment Program." First-year funding in the amount of $29,742 has been received to develop the interactive assessment program that will enable teacher education students to enhance their cognitive knowledge and ability to critique teaching behaviors.

RISE received a one-year grant for $54,537 from the U.S. Education Secretary's Discretionary Program to incorporate information related to the needs of educationally deprived children into the Performance Element Modules and Teaching Assessment Modules that are used by students in the preparation program.

The initial School Improvement Model (SIM) project—a five-year project started in 1980 with funding from the Northwest Area Foundation and five participating school districts—was designed to improve teacher and administrator performance with the ultimate goals of improved student learning. **Dr. Richard Manatt** provided the leadership for this project. The experience gained and technology developed in the original research has facilitated additional efforts and projects in this area: Iowa SIM I (1983/1986) with $39,812 for 1985/86; Iowa SIM II with $20,000 funding for 1984/85; Dallas SIM with $415,437 funding for 1985/88; and Wyoming SIM with $52,965.

Dr. Gary Downs is project director for a $116,754 grant (1984/86) from the National Science Foundation for the purpose of developing and disseminating ideas and materials for assessing, revising, and developing coordinated K-6 science curricula. He also has received a $41,653 grant from Education for Economic Security Grants, Title II, Iowa State Board of Regents, entitled "Practicing Scientists and Elementary Teachers Working Together: Implementing an Inservice Program for Excellence."

Dr. Fred Gilbert is serving in his eighth year as director for the Upward Bound project and his fifth year as director for the Talent Search project. Both projects are funded by the U.S. Department of Education with $157,843 for Upward Bound and $120,816 for Talent Search during the 1985/86 year. These programs are designed to help disadvantaged youth achieve their academic potential and educational goals.

Dr. John Van Ast is serving in his fourth year as director of the Iowa Curriculum Assistance System (ICAS) which has the mission to increase the quality and the quantity of competency-based curriculum and instructional materials available to Iowa's vocational programs and related training programs in business and industry. The level of funding for 1985/86 is $91,321.

Dr. Dale Baum is project director for a three-year project (1984/87) funded by the U.S. Department of Education to provide graduate preparation in special education for minority status students. He also has a three-year grant (1983/86) from the same funding source to assist with the preparation of teachers in the area of emotional and learning disabilities. The level of funding for 1985/86 for these two projects is $64,220 and $42,336, respectively. **Drs. Dale Baum and Mary Hoy** are co-principal investigators for a three-year grant with funding for the first year of $64,979 from the U.S. Department of Education's Personnel Preparation for Education of the Handicapped Program.

Dr. Elaine Jarchow is project director for a $283,281 grant from the United States Information Agency to host 15 secondary teachers from Honduras for 20 months. With cost-sharing support from ISU, the funding for this international education project is $431,996.

Twenty-one grants from the Department of Public Instruction, including ICAS, have been awarded to faculty members for a total of $420,731. Faculty members have 10 other grants from a variety of sources totaling $78,940. The total from active outside grants for the College of Education to date this year is over $2.5 million.

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Tribune photo by DAVID CRAFT

Fellows Elementary teacher Nancy Frazier, left, shares a laugh with her students and Mary Hoy, ISU College of Education, during ceremonies recognizing Frazier's participation in the "Teacher on Television" project. Other area teachers recognized were Beverly Saxton, Shelly Boyd and Tina Oderman (Fellows); Joe Toot (Nevada Milford); and Magy McLean (United Community School).

√ star

TV helps prepare teachers

By DAVID CRAFT
Staff Writer

Today's teachers — and their students — are helping prepare tomorrow's teachers for life in the classroom.

Iowa State University's "Teacher on Television" project allows beginning preservice teachers to view live microwave broadcasts of elementary classrooms in action. The project, now entering its fourth year, helps instruct these students studying elementary education on techniques of observation and provide them with diverse teaching styles in rural, urban and metropolitan settings.

In Story County, Fellows Elementary School, United Community School and the Nevada Milford School are participating in the project. They are joined by Douglas and Rice elementary schools in Des Moines. Project officials hope to involve Roland-Story in the near future.

THE COLLEGE of Education, in cooperation with the four school districts and WOI-TV, is using television technology to assist these future teachers in making decisions, setting goals and understanding classroom procedures. Each participating classroom is wired to accommodate microphones hung from the ceiling and a pedestal-mounted camera. The camera is capable of pan, tilt and zoom, and is controlled from the university's observation center.

Students may hear the whir of the camera on occasion, but they stick to the work at hand, according to Mary Hoy, co-director of the project with Donna Merkley.

"They may wave goodbye as the day ends, but the students really don't mug for the camera," Hoy said. "They get used to its presence and it's taken for granted as part of the classroom environment."

From the observation center at Iowa State, preservice teachers watch and listen as the televised classroom activities are transmitted from the school by microwave. Specific broadcast dates are established at the start of each semester. The live proceedings are broadcast from 8:45 a.m.-3 p.m. on 50 designated days.

Public school and university personnel meet prior to broadcasting to discuss project objectives and general operation. Parents of the children in the televised classrooms receive a letter describing the project with an invitation to observe, and that has been another benefit — a forum for the parents and preservice teachers to meet and discuss the classroom activities.

EACH district's curriculum goals, textbooks, activity schedules and the teachers' tentative lesson plans are available to the preservice teachers. Virginia Michel, an instructor in the College of Education, works closely with the schools and preservice teachers.

"To the best of our knowledge, this is the only place in the country doing this," Hoy said of the project. "We've received favorable comments from everyone involved in it. In fact, it's been a real positive thing with the parents and their children."

The pilot project with the Ames District and one teacher — Fellows' Nancy Frazier — served as a prototype for expansion. Ten classrooms are now wired to the system. All of the classroom teachers were awarded a certificate Tuesday in recognition of their participation. Each student was given a No. 2 pencil with the words, "Iowa State University" inscribed on it.

"Now you have a brand new pencil to use for your assignments," one teacher joked with her students, who let out a collective groan.

Current support of more than $225,000 from the U.S. Department of Education's Fund for Improvement of Post Secondary Education (FIPSE), Iowa State University, WOI-TV (which has provided the technical assistance) and the schools has allowed the project to expand. Merkley and Hoy hope to provide satellite uplink of live broadcasts to teacher preparation institutions nationwide.

TVs help students spy on teachers

By MARK HORSTMEYER
Register Staff Writer

By the time Pat Sievers' second-grade class at Rice Elementary School in Des Moines got to the Valentine's Day party last Friday afternoon, things were a little out of hand. The children were noisy. They spilled Kool-Aid on the carpet, A door fell off a cabinet.

A television camera mounted near the back of the classroom captured it all while students at Iowa State University watched on a television screen.

The aspiring teachers were observing live coverage of how Sievers, a 10-year teaching veteran, conducts her classroom from the recitation of the Pledge of Allegiance in the morning to the goodbyes at the end of the day.

The television project, called Teacher on Television, was conceived by professors in the College of Education at Iowa State four years ago as an alternative to cramming a dozen or so college students into the back of a classroom for a day of getting a distorted picture of how a classroom operates.

Through a $120,256 grant from the U.S. Department of Education, ISU has expanded the program this year to include schools in Des Moines, Ames, Nevada and rural Boone.

This week the camera, mounted on a post on the window-side of the classroom, zoomed in on Sievers' classroom of 22 youngsters. Next week the camera will provide coverage of a mental disability classroom at Rice, 3001 Beaver Ave.

The program also will cover classrooms at Douglas Elementary School, 3800 E. Douglas Ave., including Sharon Lee's third-grade room. Lee was selected as Iowa's Outstanding Teacher two years ago.

"It's been fun," said Sievers. "We carry on as usual. We do nothing special."

And that's the point, Sievers and Mary Hoy, assistant professor of education and co-director of the project, said Thursday.

The project is designed to give college students an idea of what really happens — "how the lesson plan evolves and how children's behavior changes during the course of the day," said Hoy. "It's important for our stu-

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A television camera trained on Pat Sievers' second-grade class lets education students at Iowa State University observe the proceedings without intrusion.

TV aid hailed in teacher training

CLASS

Continued from Page 1M

dents to learn that there can't be constant activity. A lot of subtle things are difficult to measure but are noticed through TV."

If the students were actually in the classroom, the children probably would not behave as they normally do, Hoy and Sievers said.

"Breakthrough" in Training

Sievers was "thrilled and flattered" to be selected for participation. "This really is a breakthrough" in teacher training, she said, noting that there is not another program like it in the country.

"The camera doesn't bother me, and it certainly doesn't the children," she said. Her youngsters were aware of the camera's presence for about the first half hour Friday morning, but by noon, "most of them said they forgot the camera was there" as well as the three microphones hanging from the overhead lights.

The color camera is operated by a professor in Ames using a telephone hookup and WOI-TV equipment. The camera can pan the room to show the college students how bulletin boards are decorated or zoom in on a child's paper on her desk.

The ISU students also benefit, Hoy and Sievers said, by learning what to observe, such as eye contact, body language, materials and audio-visual equipment.

"I don't think college students are prepared well in observing," Sievers said.

On Tuesday, she said, the students also had the opportunity to observe what she considered "a perfect day." But they missed it because the camera didn't work.

Des Moines Register, Feb. 21, 1986.

The Des Moines
Register
Mon., June 3, 1985 / 3A
METRO/IOWA

Classroom television is a hit at ISU

By MARK HORSTMEYER

Register Staff Writer

Nancy Frazier, an Ames elementary school teacher, is the star of her own television series and has something of a cult following among college students.

Her show — with the not-so-catchy title, "Teacher on Television," — has become a hit. Her sponsors want to renew it for a fourth season of live broadcasting direct from the classroom for an audience of future teachers.

In fact, her sponsors — officials in the College of Education at Iowa State University — want to expand into Des Moines and as many as 10 other markets in Iowa next fall.

If the show proves to be as successful elsewhere, then other teachers will have an opportunity to shine on the tube while giving future colleagues the real picture.

"I think it's an exciting project," said Frazier, who teaches second grade at Fellows Elementary School. "It's important for education students to learn early on the nitty-gritty involved — what all goes in a day."

Experts have been saying that aspiring teachers need to get out of their classrooms and into their future workplaces before their senior year. ISU officials agree, but cite the impracticality of unleashing hordes of education majors on elementary and secondary school classrooms.

Live Action

Through television, aspiring teachers can gather in one room and view the live action without disrupting the normal ebb and flow of classroom activity. "We can zoom in on activities from Iowa State," said Wallace Schloerke of the College of Education's student services. "Our students can watch classes as they happen. We can watch the whole class or zoom in on a particular desk."

Virginia Michael, who works with the ISU students, said the program is "super. It has a lot of potential for anyone going into education. So often you go visit a classroom and you don't really see much. Forty of us can view the same situation at one time. Kids can really see what it's like in the classroom. It's really a valuable tool."

And that's the intent, said Fred Gilbert, assistant dean of the college. "Give students a perspective, an idea of what's going on," he said.

There is not another television program like it in the U.S., said Gilbert, because it is live. Frazier and the others don't rehearse a particular technique or lesson plan and then tape it. There are no reruns. It is not meant to be used as teacher evaluation tool

Fun in "Weird Way"

"It's kind of fun in its own weird way," said Frazier. "I tend to do pretty gutsy things. I don't change plans or avoid things to fit TV."

But there are times when her plan fails. She recalled an art project her students were finding difficult to grasp. "I just said we'll stop and do it at a later time."

Future teachers "need to know that it's not all roses, not everything is going to work," she said.

"Teacher on Television" works simply enough. A camera is mounted on a pole in a corner in the back of the room. Microphones are installed in the ceiling. The television signal is beamed from an antenna atop the school's roof to Iowa State-owned WOI-TV, which transmits the signal to a viewing room in the College of Education Quadrangle. The color picture appears on a large-screen TV.

Michael controls the movement of the camera while the teacher controls the on-and-off switch.

Frazier said she has never turned off the camera during a televised session, although there are days she would prefer the camera's eye to close.

Camera Disruptive

The greatest drawback to the program is that the camera disrupts the children's concentration until they become accustomed to the its red light being on, Frazier said.

The show is televised five or six times a month with the schedule worked out in advance with the teacher, who is paid for her participation. The school also receives $250 for use in activities for the entire staff.

Frazer received $250 three years ago and $300 last year. This year she shared the stipend with the fifth-grade and all-day kindergarten teachers who were on the air during the spring semester.

Gilbert and others have visions one day of broadcasting such shows by satellite so that an ISU student can get an idea of what's going on in a classroom in Kansas City, Mo., or Detroit, Mich., and a student at an urban college could get a perspective on a rural classroom.

College officials have applied to the U.S. Department of Education for a $453,909 grant to expand their horizons over the next three years. Gilbert believes they have a good chance at receiving the money. They should know by mid-June.

They also would like to hire a full-time person who would act like an executive producer — coordinate the program and find other sources of revenue to continue the show after the grant expires.

"Every school has a need for this," Gilbert said.

APPENDIX M. TEACHERS ON TELEVISION CONTACT/MAIL LIST

update 7/21/88

Teacher on Television Contact List

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	®=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

ALABAMA

Dr. Roland Thornburg	1	A 11/86	*, NO
Dr. Charlotte Thornburg		D 4/12/88	
College of Education		D 3/26/87	
Jacksonville State University		E 3/30/87	
Jacksonville, AL 36265			
(205) 231-5445			
Dr. Artie Melancon (female)	1	A 12/86	
Chair, Department of Education	2	B	
Oakwood College	3	D 6/3/87	
Oakwood Road		CE 6/16/87	
Huntsville, AL 35896		D 3/29/88	Yes, F 89
(205) 837-1630 Ext. 572		sent update info	
(Dr. James H. Melancon)			
Dr. Nancy Loposer	3	D 4/27/87	*, NO
University of Alabama at Birmingham		E 4/28/87	
School of Education		C 4/28/87	returned tape
University Station			
Birmingham, AL 35249			
(205) 934-5322			

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
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3=phone	C=tape	
4=white card	D=phone	®=contract received
5=letter	E=sub info (let. + date)	

ALASKA

	Contact	TOT Response	Contract Information
Dr. Virginia Johnson Assistant Professor, School of Education University of Alaska, Anchorage 3211 Providence Drive Anchorage, AK 99508 (907) 786-1771	2		
Dr. Debra Veit Asst. Professor, School of Education University of Alaska, Anchorage 3211 Providence Drive Anchorage, AK 99508 (907) 786-1986	4	D 2/1/88	
Dr. Jim Stricks Coordinator, Center for Field Programs University of Alaska Fairbanks, AK 99775 (907) 474-6634	4	D 4/29/87 C 4/30/87 E 4/30/87 returned tape 6/16/88	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
ARKANSAS			
Ken Patterson Audio Visual Department Ouachita Baptist University Arkedelphia, AR 71923 (501) 246-4531	3		
Dr. Charles Chambliss Graduate Dean Ouachita Baptist University Box 3773 Arkedelphia, AR 71923 (501) 246-4531 Ext. 149	1	A 11/86	
Dr. Mary Ann Rollans Title III Coordinator Admin 201 Arkansas Tech University Russellville, AR 72801 (501) 968-0204	1	A 11/86 B D 3/24/87 E 3/26/87	
Dr. Dennis Fleniken Dean of Education Arkansas Tech University Russellville, AR 72801 (501) 968-0350	1	A 11/86 E 4/7/88 C (returned tape 6/13/88) D 3/29/88	
Dr. Ray Mann Instr. Media Center Arkansas Tech University Russellville, AR 72801 (501) 968-0434	3	D 11/23 CE 11/3/0/87 D 3/29/88	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ®=contract received
Dr. Georgine G. Steinmiller Assoc. Professor, Special Education Henderson State University 1100 Henderson Street Arkadelphia, AR 71923 (501) 246-5511	2 (ATE)	E 6/6/88	
Dr. Martha Henderson John Brown University Siloam Springs, AR 72761			
Dr. Lewis "Tony" Finley Harding University Station "A", Box 752 Searcy, AR 72143 (501) 268-6161	4	D 5/6/87 E 5/8/87	*, NO

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ®=contract received

ARIZONA

	Contact	TOT Response	Contract Information
Dr. Nancy S. Haas Education and Human Services Faculty Arizona State University West Campus, 2636 W. Montebello Ave. Phoenix, AZ 85017 (602) 246-6557	2	D 3/27/87 E 3/30/87	
Dr. Lyndon Searfoss Associate Dean, College of Education Arizona State University Tempe, AZ 85287 (602) 965-3306	4	D 4/29/87 C 4/30/87 E 4/30/87 returned tape E 4/7/88	*, NO
Dr. Daniel L. Peterson Coordinator, Skills Lab Project Northern Arizona University C.O. Box 5774 Flagstaff, AZ 86011 (602) 523-5855	4 3 3	D 5/26/87 E 5/27/87 E 5/10/88 BCE 5/10/88	 #
Bill Ames University of Arizona 201 College of Education Tucson, AZ 85702	2 (AACTE)	A 2/29/88	
Paul Heckman, Asst. Dean University of Arizona 201 College of Education Tucson, AZ 85702	~~2~~ (AACTE)	A 2/29/88	

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

CALIFORNIA

	Contact	TOT Response	Contract Information
Dr. Louise F. Burton Coordinator of Special Education California State University 5500 University Parkway San Bernardino, CA 92407 (714) 887-7571	1	A 12/86 B	
Dr. Wanna M. Zinsmaster California State University/Los Angeles 5151 State University Drive Los Angeles, CA 90032 (213) 224-3762	1	B D 4/8/87 E 4/8/87 C 4/8/87	returned tape *, NO
Dr. Judson Taylor, Dean Center for Quality Education California State University Dominguez Hills 1000 E. Victoria Carson, CA 90747	4	D 5/11/87 E 5/12/87	
Dr. Richard Johnston California Department of Education Special Education Division P.O. Box 944272 Sacramento, CA 94244-2720		D 5/8/87 E 5/12/87 (15)	
Leonard Davidman, Coordinator Elementary Education Program California Polytechnic State University San Luis Obispo, CA 93402 (805) 756-1569 Ext 1251)	4	E 3/9/88 C 3/9/88	# 3/9/88
Dr. Ruth Norton California State University- San Bernardino 5500 University Parkway San Bernardino, CA 92407	2 (ATE)	A 3/1/88	
Dr. Jerry Pritchard Assoc. Vice President, Academic Affairs CSU, San Bernardino 5500 University Parkway San Bernardino, CA 92407	2 (AAHE)	A 3/28/88 CE 6/15/88	

Contact	TOT Response	Contract Information
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4=white card	D=phone	®=contract received
5=letter	E=sub info (let. + date)	

CANADA

Dick Hehr 5320 40th Avenue NW Calgary Alta, Canada T3A DXC	2 (ATE)	A 3/1/88	

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	
4=white card	D=phone	®=contract received
5=letter	E=sub info (let. + date)	

COLORADO

	Contact	TOT Response
Dr. Jerrold T. Hanson, Dean School of Education Western State College Gunnison, CO 81230 (303) 943-2021	1	A 11/86 B D 3/18/87 E 3/18/87
Dan Tredway School of Education Western State College Gunnison, CO 81230 (303) 943-2030		
Dick Brown, Principal Morgan Elementary P.O. 219 Montrose, CO 81401 (303) 249-2530	1 4	A 11/86 D 11/18/87 inform of uplinks training Ts for dist. ed.
Ginny Francis Auraria Library Lawrence @ 11th Street Denver, CO 80204	1	A 10/86
Gary Pennington Audio-Visual Center Fort Lewis College Durango, CO 81301 (303) 247-7417	3	C/E 12/3/87
Dr. Jack Sherman School of Education University of Colorado at Colorado Springs Austin Bluffs Parkway Colorado Springs, CO 80933-7150	2 (ATE)	A 3/1/88

Contact	TOT Response	Contract Information
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5=letter	E=sub info (let. + date)	

CONNECTICUT

	Contact	TOT Response	Contract Information
Dr. Penelope Lisi, Director Center for Educational Excellence Connecticut State University Box 2008 New Britain, CT 06050	3	CE 5/10/88	# 5/10/88
Dr. Dimitrios Pachis Acting Dean, Professional Studies Eastern Connecticut State University Willimantic, CT 06226	2 (AAHE)	CE 3/28/88 CE 6/15/88	

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1=grey card	A=gen. let.	*=phone
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3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

DISTRICT OF COLUMBIA

	Contact	TOT Response	Contract Information
Steve Friedman Broadcast Relations Manager USIA, 601 D Street, NW Washington, DC 20547 (202) 376-7210	1 2 (AAHE)	A/B 2/87 A 3/28/88	
Susan Leslie Cohen Program Officer, Aquisitions Div. Room 3402, Patrick Henry Bldg. 601 D Street, NW Washington, DC 20547 (202) 376-7810	2 (AAHE)	A 3/28/88	
Dr. Mort Allen USIA, 601 D Street, NW Room 5118, Patrick Henry Bldg. Washington, DC 20547 (202) 376-1278, 7824	3	C/E 12/21/87	
Dr. Richard W. Cortright American Association of Retired Persons 1909 K Street, NW Washington, DC 20049 (202) 662-4898	2 (AAHE)	A 3/28/88	

	Contact	TOT Response	Contract Information
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FLORIDA			
Ross Moreton Nova University 3301 College Avenue Ft. Lauderdale, FL 33314	2 (AAHE)	A 3/28/88	
Thomas Floyd, Ph.D. Director, Divisions TI/V Pasco Hernando Community College 7025 Moon Lake Road New Port Richey, FL 33525-1398 (813) 847-2727	5	E 6/28/88	
Robert Lathrop, Ph.D. Florida State University Tallahassee, FL (904) 644-2525			

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3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

GEORGIA

Dr. Frank Lowney Assistant Dean Georgia College Milledgeville, GA 31061 (912) 453-4546	1	A 11/86 B D 3/25/87 E 3/26/87 E 4/18/88 uplink	
Lewis Mazanti Coordinator of Media Services Georgia College CPO Box 079 Milledgeville, GA 31061 (912) 453-4714	1		
Dr. Susan Barnhill Georgia State University 33 Gilmer SE Atlanta, GA 30303 (404) 658-2584	3		
Dr. Bill Ransom Spelman College 350 Leonard SW Atlanta, GA 30314 (404) 681-3643 Ext 702	3	C/E 12/1/87	
Dr. Edith Guytow Georgia State University College of Education/Dean's Office Atlanta, GA 30303 (404) 658-2533	1	A 12/86 B E 4/18/88 uplink	*, No

	Contact	TOT Response	Contract Information
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Dr. Jay Foster Berry College P.O. Box 1513, Mt. Berry Station Rome, GA 30149 (404) 233-5374 Ext. 2569		D 6/1/87 E 6/22/87	
Dr. Jane McHaney Kennesaw College Box 444 - College of Education Marietta, GA 30061 (404) 429-2822	1	A 12/86 B	
B. LaConyea Butler, Chair Spelman College Dept. of Psychology P.O. Box 1162 Atlanta, GA 30314 (404) 681-3643 x402	2 (AAHE)	A 3/28/88	
Kathleen Maloney Georgia College Milledgeville, GA 31061	2 (AACTE)	A 2/29/88	
Robert Michael EAS Department Valdosta State College Valdosta, GA 31698	3	CE 6/9/88	

Contact	TOT Response	Contract Information
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5=letter	E=sub info (let. + date)	

HAWAII

Winona Siu Internal Coordinator, Center for Development of Early Education Kamahameha Schools/Bernice Pauahi Bishop Estate Honolulu, HI 96817	2 (ATE)	A 3/1/88 E 6/6/88	
Dorothy Hazama University of Hawaii-Honolulu Community College 874 Dillingham Boulevard Honolulu, HI 96817	2 (ATE)	A 3/1/88	
Loren Ekroth, Ph.D. University of Hawaii at Manoa Center for Teaching Excellence Kuykendall 108 Honolulu, HI 96822 (808) 948-6978	2 (AAHE)	E 3/28/88	

	Contact	TOT Response	Contract Information
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IDAHO			
Dr. Dale Gentry College of Education University of Idaho Moscow, ID 83843 (208) 885-6772		E 6/22/87 C 6/22/87	
Dr. Patricia Whitfield College of Education Idaho State University Box 8059 Pocatello, ID 83209	3	E 12/14/87 E 4/18/88 uplink	
George D. Gates Box 8059 Idaho State University Pocatello, ID 83209	2 (ATE)	A 3/1/88	
Virgil Young Boise State University Boise, ID 83725	2 (NW ATE)		
Ken Hill Boise State University Boise, ID 83725	2 (NW ATE)		

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ILLINOIS

Darrell Bloom, Dean National College of Education 2840 Sheridan Road Evanston, IL 60201 (312) 256-5150	4 2 (AACTE)	D 6/1/87 E 6/4/87 A 2/29/88	
Jack W. Furbee Olivet Nazarene College Kankakee, IL 60901 (815) 939-5140	2		
Frances Summers Eastern Illinois University 210 BB Charleston, IL 61920 (217) 581-2620	1	A 11/86 D 4/17/87 E 4/21/87 E 4/18/88 uplink	
Dr. Delbert Catron Greenville College Greenville, IL 62246 (618) 644-1840	1	B D 4/28/87 C 4/30/87 E 4/30/87	
Peter Pereira DePaul University 2323 N. Seminary Chicago, IL 60614 (312) 341-8100	1	A 1/87 B	
Dr. Colleen S. Blankenship Council on Teacher Education University of Illinois 130 Education Bldg., 1310 S. 6th St. Champaign, IL 61820	3	E 9/16/87 B/C 9/16/87 & contract	

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	
4=white card	D=phone	@=contract received
5=letter	E=sub info (let. + date)	

	Contact	TOT Response	Contract Information
Dr. Don Kachur College of Education Illinois State University Normal, IL 61761 (309) 438-5415	3	C/E 11/24/87	
Dr. Donald Reyes Department of Curriculum & Instruction Northern Illinois University DeKalb, IL (815) 753-9077	2	D 3/25/87 E 3/25/87	*, NO
William J. Stefak Director of Technology Oswego High School Route 71 Oswego, IL 60543-0729	5	E 5/16/88 inservice potential wanted high school courses	
Bob Druien Western Illinois University Macomb, IL 61455 (309) 298-2260	2 (AAHE)	A 3/28/88	
Robert Barger Eastern Illinois University Charleston, IL 61920	2 (ATE)	A 3/1/88	
Rich Prentice Western Illinois University Adams Street Charleston, IL 61920	2 (ATE)	A 3/1/88	
Starr L. Hull Illinois State University Normal, IL 61761	2 (ATE)	A 3/1/88	
John Beaupil Illinois Central College East Peoria, IL 61635	2 (ATE)	A 3/1/88	

	Contact	TOT Response	Contract Information
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Debbie Brotcke Northern Ilinois University DeKalb, IL 60115	2 (ATE)	A 3/1/88	
Betsy Smith Northern Illinois University DeKalb, IL 60116	2 (ATE)	A 3/1/88	
Dr. Howard Swan, Director Learning Center--Education Northern Illinois University DeKalb, IL 60115		E 4/18/88 uplink	
George Schlinsog Associate Dean, Education Eastern Illinois University Charleston, IL 61920	2 (AACTE)	A 2/29/88	
Professor Ray Albert, Chair Elmhurst College Dept. of Education 190 Prospect Elmhurst, IL 49201	2 (AAHE)	A 3/28/88	
Ms. Gloria Alter 219 Windsor Drive DeKalb, IL 60115	3	A 6/38/88 (wanted gen info, will be teaching Valparaso Univ., IN)	

Contact	TOT Response	Contract Information
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3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

INDIANA

Dr. Pat Franklin St. Joseph's College Box 906 Rensselaer, IN 47978 (219) 866-7111 Ext. 235	2	A 11/86	
Dr. Don Ferris Room 202F Education Building Purdue University West Lafayette, IN 47907 (317) 494-2352	1	A 11/86 A 6/3/88 (88 uplink info) Gerald Krockover, alternate contact person	#, YES
Dr. Shirley Smith, Director School & Community Programs Continuing Education Purdue University Room 113, Stewart Center West Lafayette, IN 47907 (317) 494-6851	1	A/B 2/87	
Dr. Donald Brown Vice President and Dean of Academic Services Purdue University Stewart Center West Lafayette, IN 47907 (317) 494-6851			
Dr. Robert B. Kane Purdue University West Lafayette, IN 47907 (317) 494-2336	4	D 4/30/87 C 5/11/87 E 5/11/87	NO returned tape

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Dr. Shirley Davis Division of Media-Based Programs Continuing Education Purdue University 16 Stewart Center West Lafayette, IN 47907 (317) 494-7222	3	A 7/9/87 E 4/18/88 uplink	
Dr. Ken Balthaser Indiana University/Purdue University at Fort Wayne 2101 Colesium Boulevard, E. Fort Wayne, IN 46805 (219) 481-6519	1	A 11/86 B D 3/17/87 E 3/18/87	*, NO 4/30/87
Dr. Marjorie Souers Indiana University/Purdue University at Fort Wayne 2101 Colesium Boulevard, E. Fort Wayne, IN 46805 319/481-6441			
Dr. James E. Green Director, Office of Professional and Laboratory Experience Teachers College Ball State University Muncie, IN 47306 (317) 285-1861	3/5	E 9/10/87 B/C 9/10/87 (w/invoice--pd 10/87)	
Dr. Barbara A. Jones Anderson College 1100 E. Fifth Street Anderson, IN 46012 (317) 641-4402	1	A 11/86 B	
Dr. John R. Billard Associate Professor of Education Purdue University/Calumet X130 Hammond, IN 46323 (219) 844-0520 Ext. 365	1	A 11/86 B D 3/19/87 E 3/25/87 C 3/25/87	*, NO

	Contact	TOT Response	Contract Information
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Warren Garner Manchester College College Box 111 N. Manchester, IN 46962	2 (AACTE)	A 2/29/88	
Dr. Gail Huffman Indiana State University Room 117 School of Education West Tower Terre Haute, IN 47809	2	E 5/5/88	

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4=white card	D=phone	
5=letter	E=sub info (let. + date)	

IOWA

Dr. Leo Fromheldt 107 Heelan Hall Briar Cliff College 3303 Rebecca Sioux City, IA 51104 (712) 279-5321	1	A 11/86 B E 4/18/88 uplink	
Dr. George Faber Dordt College Sioux Center, IA 51250 (712) 722-3771	1	A 11/86 B E 4/18/88 uplink	
Jules Gray Educational Media Services Drake University--Coles Library 25th & University Des Moines, IA 50311 (515) 271-3762	1	A 11/86	
Dr. Don Moon Drake University 25th & University Des Moines, IA 50311 (515) 271-3762	3	C/E 11/24/87 returned tape 3/11/88 E 4/18/88 uplink	
Dr. Edgar Epperly, Head Department of Education Luther College Decorah, IA 52101 (319) 387-1140	1	AB 10/86 D 4/10/87 E 4/14/87 E 4/18/88 uplink	*, NO *, NO 5/8/87
Ray Kuehl University of Northern Iowa 509 Education Center Cedar Falls, IA 50614	2 (ATE)	3/1/88	

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	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Dr. Charles Matthews Professor of Education Maharishi International University Fairfield, IA 52556-3804 (515) 472-2314 or 5031, Ext. 5021	1	AB 11/86 D 5/11/87 CE 5/29/87 E 4/18/88 uplink	
Dr. Allan Hosler Elementary Education Maharishi International University Fairfield, IA 52556-3804 (515) 472-9265	1	A 10/86	
Bill Martin, Video Coordinator N157A Lindquist Center University of Iowa Iowa City, IA 52242 (319) 353-6599	1	A 11/86 B E 4/18/88 uplink	
Richard Stahlhut University of Northern Iowa 2662 Meadowdale Ottumwa, IA 52401 (515) 682-1690	1	B E 4/18/88 uplink	
Joy Prothero-Smith William Penn College Education/Psychology Dept. 201 Trueblood Avenue Oskaloosa, IA 52577 (515) 673-8311 Ext. 256	1	A 12/86 B E 4/18/88 uplink	
Dr. Richard Shepardson Lindquist Center University of Iowa Iowa City, IA 52242	2	E 4/18/88 uplink	

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Dr. Marion Thompson Dept. of Special Education UNI, Education Center 150 Cedar Falls, IA 50614 (319) 273-6061	1	A 12/86 B E 4/18/88 uplink	
Lynn Dykstra, Director AV Malcolm Price Laboratory School University of Northern Iowa Cedar Falls, IA 50613 (319) 273-2575	1	A 12/86 B E 4/18/88 uplink	
Dr. Keith Hoskins Northwestern College 101 Seventh Street Orange City, IA 51041 (712) 737-4821 Ext. 203	1	A 1/87 B E 4/18/88 uplink	
Dr. Barry Lawrensen Learning Resource Center Northwestern College 101 Seventh Street Orange City, IA 51041	3	C/E 12/1/87	
Kate Sheller Mt. Mercy College 1330 Elmhurst Drive, NE Cedar Rapids, IA 52402 (319) 363-8213 Ext. 261	1	A 10/86 E 4/18/88 uplink	

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Richard Owens Morningside College Sioux City, IA 51106 (712) 374-5183	1	A 12/86 B E 4/18/88 uplink	
Dr. Douglas LaPlante Westmar College Le Mars, IA 51031 (712) 546-7081 Ext. 379	1 2 (ATE)	E 10/22/87 A 3/1/88 E 4/18/88 uplink	
Dr. Suzanne R. Seeber Coordinator, Teacher Education Program at Clinton St. Ambrose University 518 West Locust Davenport, IA 52803 (319) 383-8800	5	E 9/11/87 E 4/18/88 uplink	
Dr. Vince Mahoney Iowa Wesleyan College 601 N. Main Street Mt. Pleasant, IA 52641 (319) 385-8021 Ext. 215	1	A 10/86 B D 3/18/87 E 4/18/88 uplink	NO
Bob Bensmiller Iowa Wesleyan College 600 N. Main Street Mt. Pleasant, IA 52641 (319) 385-8021 Ext. 137	1	A 11/86 C 12/16/86 D 4/9/87 E 4/9/87	

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KANSAS			
Sister Carolyn Quint, Chair Education Department Benedictine College Atchison, KS 66002 (913) 367-6110	1	A 11/86 B DE 4//9/87	*, NO 5/4/87 *, NO
Mike Moorehead College of Education Emporia State University Emporia, KS 66801 (316) 343-1200 Ext. 5486	2	D 3/25/87 E 3/26/87 visited 4/27/87	
Dr. Thomas Pickering, Dean Fort Hayes State University Hayes, KS 76701 (913) 628-5866			
Dr. Ron Hoffman Kansas State University Instructional Media Center College of Education Manhattan, KS 66506	1	A 11/86 C 12/86	
Dr. Charlene Myers Sterling College Sterling, KS 67579 (316) 278-2173 Ext. 230	1	D 6/25/87 E 7/1/87 E 4/18/88 uplink	

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Sister Helen Forge, Chair Education Department Saint Mary College 4100 S. Fourth Street Trafficway Leavenworth, KS 66048 (913) 682-5151 Ext. 233	1	A 12/86 B	
Jack Skillett, Dean College of Education Emporia State University 1200 Commercial Street Emporia, KS 66801		E 4/18/88	
Paul Burden Kansas State University Manhattan, KS 66506	2 (ATE)	A 3/1/88	

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KENTUCKY			
Dr. Mary L. Smith, Dean Applied Sciences Kentucky State University Frankfort, KY 40601 (502) 227-5900	1	A 12/86 D E 3/25/87	
Pam Pollard Media Services Kentucky State University Frankfort, KY 40601 (502) 277-6004	1	C 2/86	
Dr. R. Dan Barr Professor of Education Transylvania University Lexington, KY 40508 (606) 233-8126	2		
Dr. Jan Weaver, Dean College of Education Wells Hall Murray State University Murray, KY 42071 (502) 762-3817	2		
Dr. Robert Malone, Director School Services and Research Murray State University 106 Wells Hall Murray, KY 42071 (502) 762-3832	4	D 6/3/87 E 6/3/87 C 6/3/87	

	Contact	TOT Response	Contract Information
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LOUISIANA			
Dr. Don Locke Dept. of Teacher Education College of Education NE Louisiana University Monroe, LA 71209 (318) 342-3160	3		
Dr. Marylou Dantonio University of New Orleans Lakefront New Orleans, LA 70144 (504) 286-6608	4	D 5/11/87 E 5/27/87	
Rose McDukon McNeese State University 4100 Ryan Street Lake Charles, LA 70609	2 (ATE)	A 3/1/88	
Beth Wise McNeese State University 4100 Ryan Street Lake Charles, LA 70609	2 (ATE)	A 3/1/88	

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4=white card	D=phone	@=contract received
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MAINE

	Contact	TOT Response	Contract Information
Thomas W. Clayton Vice President, Academic Affairs University of Maine at Presque Isle Presque Isle, ME 04769	2 (AAHE)	A 3/28/88	

Contact	TOT Response	Contract Information
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3=phone	C=tape	⊕=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

MARYLAND

	Contact	TOT Response	Contract Information
O. Edward Jack 3103 Marcando Lane Upper Marlboro, MD 20772 (301) 627-1479	2		
Pat Constantino 6298 Setting Star Columbiz, MD 21045 (301) 596-2631	2		
Cliff Bernstein 6395 Scarlet Petal Columbia, MD 21045 (301) 381-0288	2		

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MASSACHUSETTS			
Dr. John E. Baker Atlantic Union College Main Street S. Lancaster, MA 01561 (617) 365-4561	1	A 11/86 B	
Dr. Karen Robinson Lesley College 29 Everett Street Cambridge, MA 02238 (617) 868-9600 Ext. 260	2		
Dr. Edmond J. Skinski, Chair Department of Education Salem State College 352 Lafayette Street Salem, MA 01970 (617) 741-6266	1	A 11/86 B	
Dr. Klaus Schultz Furcolo Hall University of Massachusetts Amherst, MA 01003 (413) 545-0010	1	A 2/87	
Dr. Nancy A. Johnson Worcester State College 486 Chandler Street Worcester, MA 01602 (617) 793-8584	2		

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	4=white card	D=phone	•=contract received
	5=letter	E=contract (let. + date)	
Sakae Kubo Academic Dean Atlantic Union College South Lancaster, MA 01561 (617) 368-0971 or 0311	2 (AAHE)	A 3/28/88	
Dr. Earl E. Adreani, Director Boston University Krasker Film/Video Library 565 Commonwealth Avenue Boston, MA 02215 (617) 353-3272	1	E 3/9/88	
James Yess Massasoit Community College Brockton, MA 20402 (617) 588-9100 x185	2 (AAHE)	A 3/28/88	

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3=phone	C=tape	•=contract received
4=white card	D=phone	
5=letter	E=contract (let. + date)	

MICHIGAN

	Contact	TOT Response	Contract Information
Dr. Wilfred Liske Department of TED Andrews University Berrien Springs, MI 49104 (616) 471-3465	2		
Dr. Daniel Paul Education Department Hope College Holland, MI 49423 (616) 392-5111 Ext. 3030	1	A 11/86 B	
Dr. Evelyn Dearmin, Acting Chair Education & Professional Development Western Michigan University Kalamazoo, MI 49008 (616) 387-3465		C 4/30/87 E 4/30/87 E 4/18/88 uplink D 7/12/88 reminder to return tape (Sue Timmer -3480)	
Lorraine I. Jakubielski Chair, Dept. of Ed. & Psych. Madonna College 36600 Schoolcraft Livonia, MI 48150 (313) 591-5103	1	A 11/86 B	
Dr. Cassandra Book Assistant Dean, College of Education Michigan State University 518 Erickson Hall East Lansing, MI 48824 (517) 355-1787	1	D 3/87 A 4/1/87 C (returned 5/26/87)	

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Dr. Harry Robinson Education Department Muskegon Community College 221 S. Quarterline Road Muskegon, MI 49442 (616) 773-9131	1	A 10/86	
Dr. Marvin Pasch, Head Dept. of Teacher Education Eastern Michigan University 234 Boone Hall Ypsilanti, MI 48197 (313) 487-3265	4	D 5/26/87 C 5/28/87 E 5/28/87	NO returned tape
Dr. Lois A. Hirst Director of Laboratory Field Exp. Northern Michigan University Marquette, MI 49855 (906) 227-2160	1	A 1/87 B D 3/23/87 C 3/24/87 E 3/24/87	*, NO 4/30/87 returned tape
Dr. John Bergeson, Dept. Head Central Michigan University Ronan 109 Mt. Pleasant, MI 48859 (517) 774-6453	3	E 10/19/87 (contacted by Rosie Nedry) E 4/18/88 uplink	
Dr. Deborah Slade, Acting Chair Central Michigan University Ronan 307 Mt. Pleasant, MI 48859	1	E 9/24/87	
Dr. William Merrill 774-3182) Central Michigan University 228 Ronan Hall Mt. Pleasant, MI 48859 (517) 774-3182	3	wants taped for delayed broadcast (11/30-87)	

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Dr. Brenda B. Lazarus Assistant Professor of Education Grand Valley State College 117 AuSable Hall Allendale, MI 49401 (616) 895-6611	5	E 9/11/87	
Dr. David DeGraaf Education Department Alma College Alma, MI 48801 (517) 463-7111	5	9/4/87	
Jim Scott Jackson Community College Health and Physical Fitness 2111 Emmons Road Jackson, MI 49201	2 (AAHE)	A 3/28/88	
Dr. Roger Niemeyer Michigan State University East Lansing, MI 48824-1046	2 (ATE)	A 3/1/88 E 4/18/88 uplink	
Glenace Andresen Michigan State University East Lansing, MI 48824-1046	2 (ATE)	A 3/1/88	
Esther Furgason Kalamazoo Public Kalamazoo Public Schools Kalamazoo, MI 49003	2 (ATE)	A 3/1/88	
Linda Trehearne Kalamazoo Public Kalamazoo Public Schools Kalamazoo, MI 49003	2 (ATE)	A 3/1/8	

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	5=letter	E=sub info (let. + date)	
Dr. James Hendricks Department of Education Northern Michigan University Marquette, MI 49855		E 4/18/88 uplink	
Dr. Glenn M Rand Lansing Community College Media Dept. 601 N. Washington Square P.O. Box 40010 Lansing, MI 48901-7210 (517) 483-1670		A 3/28/88	
Jane Romatowski The University of Michigan-Dearborn School of Education Dearborn, MI 48128	2 (AAHE)	A 3/28/88	
Richard Morshead, Dean The University of Michigan-Dearborn School of Education Dearborn, MI 48128 (313) 593-5319	2 (AAHE)	A 3/28/88	
Dona Gordon Icabone, Ph.D. Western Michigan University Dept. of Special Education College of Education Kalamazoo, MI 49008	2 (AAHE)	A 3/28/88	

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MINNESOTA

Dr. Tom Brown Director, Humanities Language Center Macalester College St. Paul, MN 55105	1	A 11/86	
Dr. Michael Wohlfeil Concordia College Dept. of Education Moorhead, MN 56560 (218) 299-4510	4	E 10/22/87	
Dr. Otto J. Frank Winona State University Winona, MN 55987 (507) 457-5359	4	E 10/22/87	
Dr. Gerhardt V. Meyer (Gary) Concordia College Hamline & Marshall Streets St. Paul, MN 55104 (612) 641-8227	4	E 10/23/87 sent manual w/invoice	
Dr. Daniel Carlson, Chair Teacher Education Dept. St. Paul Bible College 6425 Co. Rd. 92 St. Bonifacius, MN 55375 (612) 446-1411 Ext 263	4	E 10/22/87 Manual 11/2/87	

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Dr. Paul Beare Chair, Education Department Moorhead State University Moorhead, MN 56560 (218) 236-2004		D 3/24/87 E 3/25/87 C 3/25/87	NO
Dr. Lawrence W. Byrnes Dean, Ed. & Reg. Services Moorhead State University 205 Owens Moorhead, MN 56560 (218) 236-2095	2	E This university is setting up a similar type of broadcasting for its surrounding area. Do not send further information.	
Dr. Howard Freeberg Moorhead State University Moorhead, MN 56560 (218) 236-2010	2		
Dr. Harlan Jensen Distribution Services St. Cloud State University St. Cloud, MN 56301 (612) 255-3083	1/3	A 11/86 B C 3/19/87 DE 3/19/87 E 4/18/88 uplink	
Dr. Vicky S. Dill Coordinator, Field Experiences College of Education St. Cloud State University St. Cloud, MN 56301 (612) 255-3083	2/3	E 10/26/87 C 12/3/87 Returned 2 promo tapes 2/3/88	NO

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Dr. Douglas F. Warring Director of Teacher Education College of St. Thomas 2115 Summit Avenue St. Paul, MN 55105 (612) 647 5826	4	E 11/6/87	
Dr. Bruce E. Dickau Education Department College of St. Benedict/St. John's University 37 S. College Avenue St. Joseph, MN 56374 (612) 363-5709	2 4	E 10/22/87	
Stephen Preskill Education Dept. Chair Carleton College One North College Street Northfield, MN 55057 (507) 663-4009	4	D 5/24/87 (Sec. Ed, contact next year)	
Dr. Frank Birmingham Library, Media Education Box 20 Mankato State University Mankato, MN 56001	let.	E 9/24/87	
Dr. Wayne C. Erickson Director, Educational Field Experiences Winona State University Winona, MN 55987 (507) 457-5358	4	EC 2/1/88	
(Dr. Shirley Kessler (507) 457-5352)	4	E 2/1/88	

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Robert Montesano Minneapolis Public School 1555 James Avenue N Minneapolis, MN 55411	1	A 10/86	
Dr. Gary Decoken Audio-Visual Department University of Minnesota Rm 35 Fine Arts Center Morris, MN 56267 (Dr. Roger Boleman, (612) 589-2211 Ext. 6150)		D 4/16/87 E 4/17/87	*, NO 5/6/87
(Dr. Susan Stockdale, 612/589-2211 Ext. 6411)	3	A 11/86	
Dr. Shirley Schmitz College of St. Teresa Winona, MN 55987 (507) 454-2930 Ext. 309	1	B	
Dr. Larry Bright, Dean College of Education University of Minnesota-Duluth Duluth, MN 55812		E 4/18/88 uplink	
Dr. Owen Hazen College of Education St. Cloud, MN 56301		E 4/18/88 uplink Mary @ interview	
Bob Ronken Concordia College at Moorhead Moorhead, MN 56560	2 (ATE)	A 3/1/88	

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4=white card	D=phone	
	E=sub info (let. + date)	

MISSISSIPPI

Dr. Lisso R. Simmons, Dean School of Education Delta State University Cleveland, MS 38733	let.	E 10/22/87	
Dr. Jim Schram University of Southern Mississippi Southern Station Box 5167 Hattiesburg, MS 39406-5167	2 (ATE)	A 3/1/88	
Dr. Jim Siders University of Southern Mississippi Southern Station Box 5167 Hattiesburg, MS 39406-5167	2 (ATE)	A 3/1/88	

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MISSOURI			
Jacqueline Hultquist Central Missouri State University 300E Lovenger Building Warrensburg, MO 64093 (816) 429-4111	1	A 11/86 B D 4/15/87 E 4/16/87	*, NO 1/13/88
Dr. Rebecca Huechteman Assistant Professor of Education Evangel College 1111 N. Glenstone, Box 755 Springfield, MO 65802 (417) 865-2811 Ext. 296	1	A 12/86 D 4/9/87 E 4/9/87	*, NO 5/4/87
Dr. Margaret (Marte) Mason Assistant Professor William Woods College Fulton, MO 65251 (314) 642-2251	1	A 10/86 B C 12/16/87 C 3/3/87	
Dr. Alan H. Wheeler, Dean College of Education Southeast Missouri State University 900 Normal Cape Girardeau, MO 63701	2	E 4/18/88 uplink	
Dr. Charles McClain, President Northeast Missouri State University Maryville, MO 64488-6001	2	E 4/18/88 uplink	

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Dr. Carolyn Magnuson, Chair Dept. of Education Lincoln University Jefferson City, MO 65101 (314) 681-5250 (Dr. Donald Litherland (314) 681-5251	1	A 12/86 B D 5/11/87 E 5/12/87	
Mr. Hal Gardner Satellite Communication Missouri School Board Association 1809 Vandiver Drive, Suite 100 Columbia, MO 65202 (314) 474-8591	3	A 11/86 B	
Dr. Richard Robinson 301G University of Missouri Columbia, MO 65211 (314) 882-8247 or 6572	1	A 10/86 B	
Dr. Marian Alice Simmons Education Building, Room 310 University of Missouri/Kansas City 5100 Rockhill Road Kansas City, MO 64110 (816) 276-2473	1	A 11/86 B	*, NO
Dr. Richard Burnett University of Missouri/St. Louis 8001 Natural Bridge Road St. Louis, MO 63121	3	A 11/86	
Dr. Don Greer 304 S.S. B 8001 Natural Bridge Road University of Missouri St. Louis, MO 63121 (314) 553-6172	3	E 7/2/87 E 4/18/88 uplink	

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3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

MONTANA

	Contact	TOT Response	Contract Information
Dr. Harry Lee, Coordinator Field Experiences Eastern Montana College 1500 N. 30th Street Billings, MT 59101 (406) 657-2336	4	E 4/18/88	
Doug Herberts Montana State University Bozeman, MT 59715	2 (NW ATE)		
Marlene Lalorents Eastern Montana College Billings, MT 59101	2 (NW ATE)		
Jon Reyhner Eastern Montana College Billings, MT 59101	2 (NW ATE)		
John Rogan Western Montana College Dillon, MT 59725	2 (NW ATE)		
Jerry Long University of Montana Missoula, MT 59812	2 (NW ATE)		
Harry Worrest Western Montana College Dillon, MT 59725	2 (NW ATE)		
David Davison Eastern Montana College Billings, MT 59101	2 (NW ATE)		

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	4=white card	D=phone	
	5=letter	E=sub info (let. + date)	
NEBRASKA			
Ila Dean Horn Education Department College of St. Mary 1901 S. 72nd Street Omaha, NE 68124 (402) 399-2631	2		
Jack Hytrek Director, Teacher Education Peru State College Peru, NE 68521 (402) 872-3815	1	B 2/87 D 4/10/87 E 4/14/87	
Jim Maly Wayne State College Wayne, NE 68701 (402) 375-2200 Ext. 468 (Dr. Jack Middendorf, Ext. 259)	1	A 11/86	
Dr. Joe Fleck, Head Dept. of Education Wayne State College Wayne, NE 68701 (402) 375-2200 Ext 389		D 4/22/87 EC 4/24/87	*, NO 5/18/87 returned tape
Dr. Ladd Cochrane Chair, Teacher Education Hastings College 7th & Turner Hastings, NE 68901 (402) 463-2402	4	D 4/27/87 CE 4/28/87	

	Contact	TOT Response	Contract Information
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Dr. Lynn Johnson, Chairman Professional Teacher Education Dept. Kearney State College Kearney, NE 68849 (308) 234-8513	5	E 9/11/87	
Dr. Leonard Skov, Dean College of Education Kearney State College 25th Street & 9th Avenue Kearney, NE 68849-0601	2	E 4/18/88 uplink	
Dr. Jim Walter University of Nebraska-Lincoln Center for Curriculum & Instruction 118 Henzlik Hall Lincoln, NE 68588-0355 (402) 472-2231		C/E 5/21/87	returned tape

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

NEVADA

Dr. Mark G. Beals Assistant Dean, Education University of Nevada 4505 Maryland Parkway Las Vegas, NV 89154 (702) 739-3229	3	A 11/86 B E 3/16/87	*, NO

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

NEW HAMPSHIRE

	Contact	TOT Response	Contract Information
Dr. Ann Britt Waling, Dean Professional Studies Keene State College 229 Main Street Keene, NH 03431 (603) 352-1909	2 (AAHE)	E 4/18/88 uplink A 3/28/88	
Bill Thompson PMC Research 400 Lafayette Road Hampton, NH 03842	2 (ATE)	A 3/1/88	

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

NEW JERSEY

	Contact	TOT Response	Contract Information
Dr. Thomas J. Gallia School of Professional Studies Glassboro State College Glassboro, NJ 08028 (609) 863-5241	2	E 4/18/88 uplink	
Dr. Donald Pierpont, Director Professional Laboratory Experiences Robinson Building Glassboro State College Glassboro, NJ 08028 (609) 863-7301)	4	D 6/16/87 E 6/16/87	*, NO
Dr. F. Means, Dean Jersey City State College 2039 Kennedy Boulevard Jersey City, NJ 07305 (201) 547-3321	1	A 11/86 B D 4/7/87 A 4/87	
Dr. George Stang, Director Teaching Performance Center Kean College Morris Avenue Union, NJ 07083 (201) 527-2042	1	A 12/86 B	
Dr. David Pierfy Director of Field Experiences Rider College 2083 Lawrence Road Lawrenceville, NJ 08648 (609) 896-5176	1	A 11/86 B	

	Contact	TOT Response	Contract Information
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	2=conference	B=manual	#=contract sent
	3=phone	C=tape	@=contract received
	4=white card	D=phone	
	5=letter	E=sub info (let. + date)	
John F. Parkin Vice President for University Relations Performance Learning Systems, Inc. 466 Old Hook Road, Ste. 25-26 Emerson, NJ 07630 (301) 599-9800 -- 1-800-526-4630	2		
Dr. Joan Tuohy Tetens, Dean School of Education William Paterson College 300 Pompton Road Wayne, NJ 07470 (201) 595-2138	4	E 6/3/87 E 4/18/88 uplink	*, NO
Dr. Robert Pines Office of Teacher Education Montclair State College Valley Road Upper Montclair, NJ 07043 (201) 893-4262	5,2(ATE)	E 5/24/88	

	Contact	TOT Response	Contract Information
	1=grey card	A=gen. let.	*=phone
	2=conference	B=manual	#=contract sent
	3=phone	C=tape	
	4=white card	D=phone	@=contract received
	5=letter	E=sub info (let. + date)	

NEW MEXICO

Dr. Elaine Jarchow	1	A 11/86	*, NO
Head, Dept. of Curriculum & Instruction		B	
Box 3 CUR		C 12/17/86	
New Mexico State University		DE 3/25/87	
Las Cruces, NM 88003			
(505) 646-4820	2 (ATE)	A 3/1/88	
(Dr. Frank Smith, Box 3 CED)			

	Contact	TOT Response	Contract Information
	1=grey card	A=gen. let.	*=phone
	2=conference	B=manual	#=contract sent
	3=phone	C=tape	●=contract received
	4=white card	D=phone	
	5=letter	E=sub info (let. + date)	
NEW YORK			
Dr. Barb Blair 215 Satterlee Hall State University College Pottsdam, NY 13676 (315) 267-2517	3	D 5/6/87 C 5/7/87 E 5/7/87	
Dr. James F. Collins Executive Director, Nat'l Council of States on Inservice Education 364 Huntington Hall Syracuse University Syracuse, NY 13210 (315) 423-4167	2		
Gregory M. Benson, Jr. Center for Learning Technologies Room 9A47, CEC Albany, NY 12230 (518) 474-5823	5	E 4/22/88	
Dr. Lawrence L. Smith, Chair State University College at Buffalo 1300 Elmwood Avenue Buffalo, NY 14222 (716) 878-5916	4	D 5/26/87 E 5/27/87	
Ed Jadallah 8727 Drumline Heights Drive Baldwinsville, NY 13027 (315) 635-1349	2		

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Dr. James L. Bess Dept. of Organizational & Administrative Studies New York University 309 East Building New York, NY 10003 (212) 998-5658	2	CE 3/15/88	
Dr. Doris Master School of Education Hofstra University Hempstead, NY 11550	3	E 5/5/87	
Dr. Rita Silverman, Chair Dept. of Teacher Education Pace University Pace Plaza New York, NY 10038	3	E 4/18/88 uplink also FIPSE TeEd project	
Michael Branner New York University 70 Washington Square S. New York, NY 10003	2 (AACTE)	A 2/29/88	
Professor Joan Egner Cornell University 492 Roberts Hall Ithaca, NY 14850	A (AAHE)	A 3/28/88 CE 6/15/88	
Gary DeBolt Syracuse University Syracuse, NY 13210	2 (ATE)	A 3/1/88	

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5=letter	E=sub info (let. + date)	

NORTH CAROLINA

Dr. John Pritchett Faculty Development and Instructional Services Center 155 Witener Hall Appalachian State University Boone, NC 28608 (704) 262-6151	1 3	A 11/86 C 1/6/87 Weekly info pks for uplink S 1988	
Dr. William Blanton 202D Edwin Duncan Hall Appalachian State University Boone, NC 28608 (704) 262-6055		E 4/22/87 Weekly info pks for uplink S 1988	#, 5/4/87
Mr. Chris Martin University Media Center Hunter Library Building Western Carolina University Cullowhee, NC 28723 (704) 227-7341 or 7135	1	A 11/86 B	
Dr. D. Michelle Irwin Dept. of Pedagogical Studies & Supervision University of North Carolina at Greensboro School of Education, UNCG Greensboro, NC 27412-5001 (919) 334-5100 Ext 73	4	D 5/26/87 E 5/27/87	
Dr. Albert L. Walker, Dean North Carolina A&T State University 103 Hodgin Hall Greensboro, NC 27411 (919) 334-7757	1	A 11/86 B	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Dr. Ernest McNeill Asst. Dean, School of Education Fayetteville State University Fayetteville, NC 28301 (919) 486-1587	2	D 4/1/87 E 4/3/87	*, NO
Dr. Walter J. McLendon School of Education East Carolina University Greenville, NC 27834 (919) 757-6198	1	A 11/86 B D 4/9/87 E 4/9/87	

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3=phone	C=tape	
4=white card	D=phone	⊕=contract received
5=letter	E=sub info (let. + date)	

NORTH DAKOTA

	Contact	TOT Response	Contract Information
Roann Masterson AV Coordinator University of Mary 7500 University Drive Bismarck, ND 58501 (701) 255-7500 Ext. 447	1	A 2/87 D 3/24/87 C 4/1/87 E 4/1/87	*, NO returned tape
Dr. Joe Callahan Department of Education Dickinson State College Box 291 DSC Dickinson, ND 58601 (701) 227-2151	1	B	
Dr. Dennis Kost Mayville State College Mayville, ND 58257 (701) 786-2301	1	A 11/86 E 3/18/87	*, NO
Dr. Mary Lou Fuller Center for Teaching and Learning University of North Dakota Box 8158, University Station Grand Forks, ND 58202 (701) 777-3140		D 5/5/87 CE 5/5/87 E 4/18/88 uplink	NO returned tape
Alice T. Clark Vice President for Academic Affairs The University of North Dakota Box 8232, University Station Grant Forks, NC 58202 (701) 777-2167	2 (AAHE)	A 3/28/88	
Kristi Kraft Edison Elementary Minot, ND 58701	2 (ATE)	A 3/1/88	

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	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ●=contract received
OHIO			
Dr. Mary C. Wells Otterbein College Westerville, OH 43081 (614) 898-1114	4	D 5/6/87 E* 6/3/87	
(Dr. Roger Deibel, Ed Dept. (614) 898-1263)	5	E 12/15/87	
Dr. Ronald A. Walker Ashland College 101 Bixler Hall Ashland, OH 44805 (419) 289-4142 Ext. 5364	4	D 5/21/87 E 6/4/87	
Dr. Louis G. King Antioch College Yellow Springs, OH 45387 (513) 767-7331	2		
Dr. Cheryl Didham Coordinator of Field Experiences 318 Education Building Bowling Green State University Bowling Green, OH 43403 (419) 372-7390	3	C 3/18/87 E 3/18/87 E 4/18/88 uplink	*, NO
Ted Fritz, Director Instructional Media Center Capital University Columbus, OH 43209 (614) 236-6508	3	D 4/13/87 A 4/13/87	
Dr. Clifford Anderson Mt. Vernon Nazarene College 800 Martinsburg Road Mt. Vernon, OH 43050 (614) 397-1244	3	E 5/5/87	

	Contact	TOT Response	Contract Information
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Dr. R. LeGrand John Carroll University Cleveland, OH 44118	1	B	
Dr. Carol Beisani 401 White Hall Kent State Kent, OH 44242 (216) 672-2477	2		
Dr. Sam Bolden Director of Field Placements McCracken Hall University of Ohio Athens, OH 45701-2979 (614) 593-4420	2	D 4/3/87 E 4/6/87	NO
(Ann Mayle, 593-4422)	2		
Dr. Charles G. Novak Wittenberg University P.O. 720 Springfield, OH 45501 (513) 327-6401	1	B	
Dr. Roger L. Collins Associate Professor of Education University of Cincinnati Mail Location #2 Cincinnati, OH 45221 (513) 475-3617	1	B	
Dr. Don Pribble 203 McGuffy Miami University of Ohio Oxford, OH 45056 (513) 529-6926	1	A visited D 3/24/87 C 3/25/87 E 3/25/87	*, NO

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Dr. Barbara Auer 373B Millett Wright State University Dayton, OH 45459 (513) 873-3231	2	D 3/24/87 E 3/24/87	visited 4/23/87 *, NO
Dr. Donna McNierney Administration & Secondary Education School of Education Youngstown State University Youngstown, OH 44555 (216) 742-1929	1	A 11/86 B C 3/25/87 D 3/17/87 E 3/25/87	
Dr. Janet S. Kettlewell, Dean School of Education Miami University 500 East High Street Oxford, OH 45056		E 4/18/88 uplink	
Dr. Roger V. Bennett, Dean College of Education Bowling Green State University Bowling Green, OH 43403		E 4/18/88 uplink	
Dr. Sylvia Huntley Bowling Green State University 314 Education Building Bowling Green, OH 43403		E 4/18/88 uplink	
Jim Sayer Wright State University Dept. of Communication Dayton, OH 45435	2 (AAHE)	A 3/28/88	

	Contact	TOT Response	Contracr Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ●=contract received
C. E. Hathaway Vice President for Academic Affairs Wright State University Dayton, OH 45435 (513) 873-3035	2 (AAHE)	3/28/88	
Lewis Patterson Cleveland State University East 24th and Euclid Avenue Cleveland, OH 44115	2 (AACTE)	A 2/29/88	
H. Paul Lloyd, Dean School of Education Rio Grande College Rio Grande, OH 45674 (614) 245-5353	4	CE 2/1/88	
Dr. Victor M. Rentel Associate Dean, College of Education Ohio State University Columbus, OH 43210 (614) 292-5790	2 (Holmes)	E 5/27/88	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
OKLAHOMA			
Dr. Joe V. Sims East Central University Ada, OK 74820-6899 (referred by Amy Kruse)	2 (ATE)	E 5/12/87 A 3/1/88 E 4/18/88 uplink	
Carolyn Watteau 905 E. 12th Ada, OK 74820 (405) 332-5356	2		
George Mans East Central University Box 77-1 E.C. Station Ada, OK 74820-6899 (405) 436-0360	2 2 (ATE)	A 3/1/88	
Dr. Mark Wedel College of Education Central State University 100 N. University Drive Edmond, OK 73034 (405) 341-2980 Ext. 5912	3	E 12/15/87	
Dr. Steve Marks Oklahoma State University 101 Gunderson Hall Stillwater, OK 74078	3	E 12/9/87	NO, 5/26/88
Dr. W. R. Altmiller East Central University School of Education & Psychology Ada, OK 74820-6899		E 4/18/88 uplink	
Dr. Thomas F. Staley Provost/V.P. for Academic Affairs University of Tulsa 600 South College Tulsa, OK 74104		E 4/18/88 uplink	

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3=phone	C=tape	●=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

OREGON

Dr. Ruth Morton Portland State University P.O. Box 1491 Portland, OR 97207 (503) 229-4812	1	A 11/86 B	
(Dr. Mary Kinnick (503) 229-4750		D 3/26/87 E 4/1/87	*, NO
Dr. Donna Corlette School of Education University of Portland 5000 N. Willamette Blvd. Portland, OR 98203 (503) 283-7234	3	D 4/21/87 E 5/8/87	*, NO

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
PENNSYLVANIA			
Dr. Robert Cavenagh Dickinson College Box 73 Carlisle, PA 17013 (717) 245-1223 (would also like to observe 7-8th)		D 5/6/87 E 5/8/87	
Dr. Doris Malinowski Director of Ed. Exp. Marywood College 2300 Adams Avenue Scranton, PA 18509 (717) 348-6254	1	A 11/86 B	
Dr. Robert E. Millward Development Dimensions International Development Dimensions Plaza 1225 Washington Pike, P.O. Box 13379 Pittsburgh, PA 15243-0379	2	visited 1/87 E 4/18/88 uplink	
Dr. Betty B. Schantz, Chair Cite R. 35 Ritter Hall Temple University Philadelphia, PA 19129 (215) 787-326	2		
Dr. Earl Siler Chair, Education Department 123 Stevens Building Clarion University Clarion, PA 16214 (814) 226-2404		D 3/18/87 E 3/18/87 E 4/18/88 uplink	
(Dr. Jim McDaniel, Carlson Library (814) 226-2303)	1	A 10/86 B	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ⊗=contract received
Dr. Robert Neuhard Coordinator, Office of Clinical Experiences Pennsylvania State University 122 Chambers Building University Park, PA 16802 (814) 865-1734	1	B D 4/9/87 E 4/9/87	*, NO 4/28/87
Dr. Gerald Cierpkowski Professor of Education Learning Resources Center 4550 Lock Haven University Lock Haven, PA 17745 (717) 893-2440 or 2024	1	A 12/86 B C 1/7/87 E 6/22/87	
Dr. Anne M. Griffiths, Dean College of Education and Human Services Professions Slippery Rock University Slippery Rock, PA 16057-1326 (412) 794-7367 or 7225	2	D 3/17/87 E 3/18/87 E 4/18/88 uplink	
Dr. Peggy Hockersmith Education Department 308 Horton Hall Shippensburg University Shippensburg, PA 17257 (717) 532-1653	2	D 3/25/87 C 4/1/87 E 4/1/87 E 4/18/88 uplink	
Dr. Richard Bull Director of Telecommunications Communications Center East Stroudsburg University East Stroudsburg, PA 18301	3	D 5/20/87 E 5/20/87 C 5/20/87 returned tape	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Dr. Charles W. Ryan, Dean Indiana University of Pennsylvania Indiana, PA 15705 (412) 357-2100 (Dr. John Butzow, Assoc. Dean)	2	D 3/19/87 C 3/19/87 E 3/19/87 E 4/18/88 uplink	#, 5/19/87
Dr. D. W. Farmer Vice President & Dean for Academic Affairs King's College Wilkes-Barre, PA 18711 (717) 826-5895	2 (AAHE)	A 3/28/88	
Dr. Dorothy Frayer, Dean School of Education Duquesne University 107 Canevin Hall Pittsburgh, PA 15282 (412) 434-6093	4	CE 2/1/88	
Dr. R. R. McCown School of Education Duquesne University Pittsburgh, PA 15282 (412) 434-5865	3	E 5/5/88	#, NO
Dr. Paul Shaker, Associate Dean College of Education/Human Service Professions Slippery Rock University Slippery Rock, PA 16057-1326 (412) 794-7255	5	E 5/24/88	#

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Puerto Rico			
Dr. Ismael Ramirez-Soto Executive Director Council on Higher Education Box 23304-UPR Station San Juan, PR 00931 (809) 758-3350	5	CE 7/1/88	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ®=contract received
RHODE ISLAND			
Dr. Barbara Brittingham College of Human Science & Services University of Rhode Island 106 Quinn Kingston, RI 02881 (401) 792-2244	3	D 4/27/87 C 4/28/87 E 4/28/87	#, 5/6/87
Dr. William Kelly University of Rhode Island 106 Quinn Kingston, RI 02881 (401) 792-4150		Contact person sent all all info paks for uplink S 1988	
Dr. A. Victor Hickey Chair, Dept. of Education Salve Regina, The Newport College Ochre Point Avenue Newport, RI 02840-4192	5	E 9/24/87 C 9/24/87 w/invoice	

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5=letter	E=sub info (let. + date)	

SOUTH DAKOTA

Dr. Steve Van Bockern Augustana College Sioux Falls, SD 57197 (605) 336-4628	1	A 11/86 B	
Dr. Jr. Bettelyoun Black Hills State College Spearfish, SD 57783 (605) 642-6642	2 (ATE)	3/1/88 E 4/18/88 uplink	
(Dr. Richard Hovey, Chair Div. of Ed., 642-6550)	1	A 12/86 B D no	
Ms. Linda Venekamp, Division Head Dakota State College	4	D 5/11/87 E* 5/27/87	
East Hall Madison, SD 57042-1799 (605) 256-5177	5	E 8/7/87 C 8/7/87 (rec'd blank)	
Dr. Cecil Kipling, Jr. Division of Curriculum & Instruction University of South Dakota Vermillion, SD 57069 (605) 677-5011 (W) 624-4601 (H)			
Dr. Robert Emans, Dean School of Education 414 E. Clark 7/1/88 University of South Dakota Vermillion, SD 57069	3	E + promo tape 12/11/87	YES,
Dr. Donald Potter, Chair Curriculum and Instruction University of South Dakota 414 E. Clark Vermillion, SD 57069	3	E 4/18/88 uplink	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent •=contract received
Dr. James Chenoweth Mount Marty College Teacher Education 1105 W. 8th Street Yankton, SD 57078 (605) 668-1583	4	E 6/6/88	
Dr. Clark E. Gardener School of Education Northern State College Aberdeen, SD 57401	5	AE 5/24/88	

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5=letter	E=sub info (let. + date)	

TENNESSEE

Mrs. Charlotte Philpott Director, Special Services Coffee County Schools 300 Hillsboro Hwy--Box 5 Manchester, TN 37355 (615) 728-1488	3	E 4/26/88 E 6/88	
E. Dale Doak 307 CA, College of Education University of Tennessee 316 Claxton Addition Knoxville, TN 37996 (615) 974-8140	2	D 3/31/87 E 4/1/87	*, NO 4/30/87
Dr. Jim Hadden, Chairman Dept. of El Ed & Sec Ed University of Tennessee at Martin 240 Gooch Hall Martin, TN 38238-3009 (901) 587-7202	3 2 (AACTE)	C/E 12/11/87 info packet, promo tape manual + invoice A 2/28/88	
Dr. Rudolph P. Miller, Jr. Dept. of Curriculum & Instruction East Tennessee State University Box 23,020A Johnson City, TN 37614-0002	5	C/E 12/15/87	
George Drew University of Tennessee at Martin Martin, TN 38238	2 (AACTE)	A 2/29/88	
J. Preston Prather University of Tennessee at Martin Martin, TN 38238	2 (AACTE)	A 2/29/88	

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TEXAS			
C. Mosley P.O. Box 36774 Houston, TX 77036	2		
E. K. Dishner School of Education Southwest Texas State University San Marcos, TX 78666 (512) 245-2150	2		
Dr. John Beck, Director Teacher Education Southwest Texas State University San Marcos, TX 78666 (512) 245-3080	1	B D 4/8/87 E 4/8/87	
Mary Nell Boyd 1900 Downing Arlington, TX 77515 (817/no listing)	2		
Anson Godfrey East Texas State University P.O. Box 5518 Texarkana, TX 75505	1	A 10/86 D 5/4/87 E 5/6/87	*, NO
Tom Proctor, Associate Professor Baylor University School of Education Waco, TX 76798 (817) 755-3111	1	A 12/86 B D 3/23/87 E 3/24/87	*, NO

	Contact	**TOT Response**	**Contract Information**
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ⊛=contract received
Jon Denton	1	D 3/23/87	
Professor EDCI		E 3/24/87	
Texas A & M University	2 (ATE)	A 3/1/88	
College of Education		E 4/18/88 uplink	
College Station, TX 77843			F 89
(409) 845-8187			possibly
Dr. Dennis McCabe, Dean	3	E 4/18/88 uplink	
College of Education			
Lamar University			
Box 10034			
Beaumont, TX 77710			
Dr. Donna Wiseman	3	E 4/18/88 uplink	
College of Education			
Texas A&M University			
College Station, TX 77843			
Dr. Tim Blair	2 (ATE)	A 3/1/88	
Director of Field Experiences			
College of Education			
Texas A&M University			
College Station, TX 77843			
Dr. Robert Reeve		E 4/18/88 uplink	
Pan American University			
Edinburg, TX 78539			

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	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent •=contract received
Dr. Henry J. Vissotzky Director of Instructional Media Tarleton State University Box T-769, Tarleton Station Stephenville, TX 76402 (817) 968-9060 (Dr. Mary Ann Block, Box T-278)	1	A E 5/5/87	
Dr. Ken Morse Curriculum and Instruction Pan American University Edinburg, TX 78539 (512) 381-3410	3	D 4/30/87 C 5/4/87 E 5/4/87	
Dr. Grace Hopkins, Dean College of Education Texas A & I University Campus Box 195 Kingsville, TX 78363 (512) 595-2837	4	D 5/26/87 E 61687	
Dr. Steve Tipps West Professor of Education Midwestern State University 3400 Taft Boulevard Wichita Falls, TX 76308	5	CE 5/16/88	
Sharon O'Bryan-Garland Southwest Texas State University School of Education San Marcos, TX 78666-4615	2(ATE)	A 3/1/88	
Leslie Hirling-Austin Southwest Texas State University School of Education San Marcos, TX 78666-4615	2(ATE)	A 3/1/88	

	Contact	**TOT Response**	**Contract Information**
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UTAH			
Glenn Wilde, Associate Dean College of Humanities Arts & Social Sciences Utah State University Logan, UT 84322-0700 (801) 750-1201	1	A-B 2/87 D 3/18/87 C 3/19/87 E 3/19/87	*, NO
Dr. Sara Rule Developmental Center for Handicapped Persons, Outreach Utah State University Logan, UT 84322-0700 (801) 750-1991	5	E 10/19/87	
Dr. Charles R. Duke, Head Dept. of Secondary Education Utah State University Logan, UT 84322-0700 (801) 750-2222	5	E 9/8/87	
Linda Walcott Weber State College Ogden, UT 84408-1303 (801) 626-6861	1	A 11/86 B D 4/15/87	
Dr. Judith Mitchell El. Ed. Program Director Dept. of Teacher Education Weber State College Ogden, UT 84408-1303 (801) 626-6270		E 4/17/87	*, NO 4/29/87
Ruth C. Jensen Manila Elementary Pleasant Grove, UT 84062	2 (ATE)	A 3/1/88	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ⊕=contract received
Dr. Max J. Berryessa Brigham Young University Provo, UT 84602 (801) 378-4670	1	A/B 12/86 D 3/24/87 E 3/25/87 E (4/18/88 uplink)	
Sharmayne Wardell Brigham Young University 147 Harman Bldg Provo, UT 84602 (801) 378-2199	1	A 10/86	
Dennis Welker, 101 Fletcher Bldg Brigham Young University Provo, UT 84602	1	A 10/86	
R. Carl Harris, PhD Assoc. Prof. El Ed, Gifted & Talented Endorsement Program 210-V MCKB Brigham Young University Provo, UT 84602 (801) 378-4974	2		
Dr. Dan Anderson 343 McKay Bldg)	3	C/E 1/7/88 E (4/18/88 uplink)	#, 1/7/88
Dr. Ralph Smith Dean of Education Brigham Young University Provo, UT 84602		E (4/18/88 uplink)	
Dr. Dale Baker (woman) Chairperson, Elementary Education 113 MBH University of Utah Salt Lake City, UT 84112 (801) 581-7158	3	D 4/20/87 E 4/21/87	*, NO

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ®=contract received
VERMONT			
Dr. James Rath, Dean College of Education University of Vermont Waterman Building Burlington, VT 05405	5	E 9/8/87	
(Annette Liggett, Dept. of Professional Education and Curriculum Development)	3	E 9/22/87 C 9/22/87 w/invoice	
Joseph T. Mark Academic Dean Castleton State College Castleton, VT 05735 (802) 468-5611	2(AAHE)	A 3/28/88	

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	@=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

VIRGINIA			
Katy Badt (grad student) Room 287, Ruffner Hall Curry School of Education University of Virginia Charlottesville, VA 22903 (804) 924-7107	2		*, NO
Dr. Daniel Rubin 3708 N. Rosser Street #103 Alexandria, VA 22311 (703) no listing	2		
Sylvia Richardson Elementary Principal Richmond Public Schools 2301 E. Grace Street Richmond, VA 23223 (804) 780-5317	2		
Robert Gilstrap Department of Education 4400 University Drive	2	D 4/22/87 E 4/24/87	*, NO
George Mason University Fairfax, VA 22030 (703) 323-2421		C 4/24/87	returned tape
Margaret G. Dabney, Dean School of Education Virginia State University Petersburg, VA 23803 (804) 520-6333	2	E 3/30/87	* NO
Dr. Richard Schwartz Campus Box 431, (804) 520-5311	1	A 4/14/87 D 4/14/87	*. NO

	Contact	TOT Response	Contract Information
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Dr. Beth Nelson Radford University College of Education Radford, VA 24142 (703) 831-5302	1	A 10/86	
Dr. Gary Ellerman, Director Center for Special Services Radford University, Box 5820 Radford, VA 24142 (703) 831-5277	1	A 12/86 B E (4/18/88 uplink)	*, NO 3/25/87
Dr. Virgil Sherwood Professor of Education Radford University Radford, VA 24142 (703) 831-5468	3	CDE 5/10/88	
Dr. Carleton Brown Dean, College of Education Hampton University Hampton, VA 23508 (804) 727-5429		D 4/8/87 E 4/8/87 E (4/18/88 uplink)	
(formerly at Old Dominion U.)	1 3	A/B 12/86 A/C 2/15/87	
Dr. Don Steiner Eastern Mennonite College Harrisonburg, VA 22801 (703) 433-2771	1	D 6/11/87 wants info on regional uplinks when scheduled	
Dr. John W. Dickens, Director Beginning Teacher Assistance Program James Madison University Center for Vocational Education Industrial Education Harrisonburg, VA 22807 (703) 568-6993	2	E 6/6/88	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent @=contract received
Dr. Lawrence G. Dotolo Virginia Tidewater Consortium Old Science Building 5215 Hampton Boulevard Norfolk, VA 23529-0293 (804) 440-3183	2 (AAHE)	A 3/28/88	
Peter R. Goldschmidt V.P. Eastern Region Multi Comp Inc. 2706 N. Randolph Street Arlington, VA 22207 (703) 527-5710	2 (AAHE)	A 3/28/88	

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	●=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

WASHINGTON

	Contact	TOT Response	Contract Information
Dr. Robert Salsbury Eastern Washington University Mail Stop 90 Cheney, WA 99004 (509) 359-7023	1	A 1/87 B DE 4/22,24/87 E 4/18/88 uplink	
Dr. J. V. Clary Gonzaga University Boone Street Spokane, WA 99208	2	CE 4/20/88 returned tape 7/1/88	
Jim Kozick Western Washington University Miller Hall 327 School of Education Bellingham, WA 98225 (206) 676-3000/3336	1 3	A 11/86 C 1/22/87	
Larry Marrs, Dean Western Washington University 218 Miller Hall Bellingham, WA 98225 (206) 676-3319	1	A 11/86 B D 3/23/87 E 3/24/87	#, 5/5/87
Dr. Robert J. Harder Associate Dean for Instruction College of Education Washington State University Pullman, WA 99164-2114 (509) 335-1738	4	D 5/11/87 C 5/13/87 E 5/13/87 E (4/18/88 uplink)	

	Contact	TOT Response	Contract Information
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Dr. William Goetter Director of Undergraduate Studies 310 Williamson Hall Eastern Washington University Cheney, WA 99004 (509) 359-6188	4	D 7/10/87 C 7/10/87 E 7/10/87	
Dr. Russ Hubbard Dr. Judy Leach Eastern Washington University Dept. of Education, MS 90 Cheney, WA 99004 (509) 359-6212	2	CE 4/20/88	
Dr. Joseph J. Stowitschek Project TROPHY 202c Miller Hall DQ-12 University of Washington Seattle, WA 98195 (206) 543-6253	5	E 10/19/87	
Dr. Donald Black Director of Education Field Experiences Central Washington University Ellensburg, WA 98926	2	A	
Neil Roberts 10701 SE Third Bellevue, WA 98004	2 (ATE-Spokane)		

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	®=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

Debi Rief Central Washington University 205 E. 13th Ellensburg, WA 98926 --Crystal Fielding --Teresa Howe, 1501 N Alder B23	2 (ATE Spokane)
Keith Gasper Central Washington University Kamola Hall, Box 1164 Ellensburg, WA 98926	2 (ATE Spokane)
Betty L. Leech Seattle Pacific University 3rd Avenue W & Nickerson Seattle, WA 98119	2 (ATE Spokane)

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub. info (let. + date)	*=phone #=contract sent ●=contract received
WEST VIRGINIA			
Dr. Boots Dilley (woman) Marshall University Huntington, WV 25701 (304) 696-3101	1	A 11/86	*, NO 4/21/87
Dr. Paul Morgan Director of Teacher Education Concord College, Box 87 Athens, WV 24712 (304) 384-3115		D 4/10/87 C 4/13/87 E 4/13/87	*, NO
Dr. Harry J. Hadley, Dean Teacher Education Fairmont State College Locust Avenue Fairmont, WV 26554 (304) 367-4241	4	D 5/22/87 E 5/22/87 E (4/18/88 uplink)	# 9/16/87, ●
Dr. Jack Helfeldt, Coordinator Undergraduate Teacher Education 604 G Allen Hall West Virginia University Morgantown, WV 26506-6122 (304) 293-3328 or 4769	4	D 6/19/87 E 6/19/87 C 6/19/87	returned tape
Mary Alice Kaufman Mercer Elementary 1200 Mercer Street Princeton, WV 24740	2 (ATE)	A 3/1/88	
Jack Kaufman Bluefield State College Bluefield, WV 24701	2 (ATE)	A 3/1/88	

	Contact	TOT Response	Contract Information
	1=grey card 2=conference 3=phone 4=white card 5=letter	A=gen. let. B=manual C=tape D=phone E=sub info (let. + date)	*=phone #=contract sent ⊕=contract received
WISCONSIN			
Charles W. Edwards, Dean College of Education University of Wisconsin-Platteville 1 University Plaza Platteville, WI 53818-3090 (608) 342-1131	2	D/E 4/23/87	
Dr. Lee Goodhart University of Wisconsin-Lacrosse 108 Morris Hall Lacrosse, WI 54601 (608) 785-8736	3	C 3/26/87 both uplinks DE 3/25/87 E (4/18/88 uplink)	
Deb Siebenaler Viterbo College Media Department 815 S. 9th Lacrosse, WI 54601	3	A 2/86	
Sister Mildred Tigges Director, Teacher Education Viterbo College Lacross, WI 54601 (608) 784-0040 -Jan Kopelman			*, NO /4/87
Mert Manley University of Wisconsin--Whitewater 800 West Main Whitewater, WI 53190	2 (ATE)	A 3/1/88	
Richard W. Stokes District Administrator School District of Gilman P.O. Box 188 Gilman, WI 54433	5	E 5/16/88 inservice use	

Contact	TOT Response	Contract Information
1=grey card	A=gen. let.	*=phone
2=conference	B=manual	#=contract sent
3=phone	C=tape	●=contract received
4=white card	D=phone	
5=letter	E=sub info (let. + date)	

WYOMING

Dr. Barbara Hakes
Acting Head, Educational Foundation
& Instructional Technology
College of Education, Box 3374
University of Wyoming
Laramie, WY 82071
(307) 766-5499

D 3/24/87
C 3/24/87
E 3/24/87

APPENDIX N. TOT STEERING COMMITTEE AND ADVISORY COUNCIL

TOT Steering Committee

Dr. Thomas Weible
Chair, Elementary Education
N131 Lagomarcino
294-7010

Dr. Richard Warren
Director, R.I.S.E.
E265 Lagomarcino
294-7009

Dr. Harold Dilts
Associate Dean, Education
E264 Lagomarcino
294-7002

Dr. Fred Gilbert
Assistant Dean, Education
E265C Lagomarcino
294-7003

Dr. Dan Griffen
Executive Director, ISURF
315 Beardshear
294-4740

Ms. Nita Lovejoy
Coordinator, ISURF
315 Beardshear
294-0514

Dr. Mary P. Hoy
TOT Project Co-Director
E265 Lagomarcino
294-7003

Dr. Donna J. Merkley
TOT Project Co-Director
N105 Lagomarcino
294-0661

Agenda
Teacher on Television Advisory Board
Friday, February 6, 1987

I. Opening Remarks--Dean Virgil Lagomarcino

II. Introduction

III. Purpose of Advisory Board

IV. Project Update

  a. Broadcasts
  b. Participating teachers
  c. Dr. Tom Good--Inservice
  d. TAM Coordination
  e. Observation module
  f. Technical enhancements

V. Project Dissemination

  a. Local, state and national efforts
  b. Uplink
  c. DPTE Award finalist

VI. Future Opportunities

  a. Apple Project Grant
  b. Funding focus

VII. Project Evaluation--Input from Advisory Board members

  a. ISU/Public School collaboration
  b. Technical aspects
  c. Observation experiences
  d. Student evaluation
  e. Project staff support for broadcast teachers
  f. Public relations

Teacher on Television Advisory Council

1987-1988

Dr. Luther Kiser
Assistant Superintendent
Ames Public Schools
120 S. Kellogg
Ames, IA 50010

Dr. Maribeth Henney
Associate Professor
N107 Lagomarcino
Iowa State University
Ames, IA 50011

Dr. Shirley Stow
Associate Professor
E005 Lagomarcino
Iowa State University
Ames, IA 50011

Glenna Bents
TOT Teacher
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601 - 28th Street
Ames, IA 50010

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Iowa State University
Ames, IA 50011

Kim Jackson (ISU student)
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Ames, IA 50010

Dr. Wallace Schloerke
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Mrs. Sandra McClure (DSM parent)
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ISU Research Foundation
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Iowa State University
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Jeff Barr (ISU student)
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Executive Director
Des Moines Public Schools
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Des Moines, IA 50307

Dr. Carol Phillips
Consultant
Iowa Department of Education
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Des Moines, IA 50319-0146

Don Rieck
Assistant Director
Media Resources, 121 Pearson
Iowa State University
Ames, IA 50011

Violet Fosselman
TOT Teacher
Rice Elementary School
3001 Beaver
Des Moines, IA 50310

Marcie Osmundson
TOT Teacher
Milford Middle School
R.R. 2
Nevada, IA 50201

Mrs. Nancy Hagen (Ames parent)
2836 Torrey Pines Road
Ames, IA 50010

Mrs. Virginia Michel
TOT Facilitator
N117 Lagomarcino Hall
Iowa State University
Ames, IA 50011

Mrs. Sue Fisher (DSM parent)
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Des Moines, IA 50317

Nita L. Lovejoy
Coordinator
ISU Research Foundation
315 Beardshear
Iowa State University
Ames, IA 50011

Teacher On Television
Project Advisory Board

Annual Meeting
April 12, 1986

Agenda

I. Introductions

II. Purpose of Advisory Board

III. Project Planning

    A. Project Update
    B. Continuation Application

IV. Project Implementation

    A. Technical Summary
    B. Broadcast Schedule

V. Project Dissemination

    A. Local, State and National Efforts
    B. Interest from Other Institutions

VI. Project Evaluation

    A. ISU/Public School Contacts
    B. Technical
    C. Observation Data
    D. Observation Module
    E. Student Evaluations
    F. Broadcast Schedule
    G. Other

VI. Summary

Teacher on Television
Advisory Council
1986-1987

Dr. Luther Kiser
Assistant Superintendent
Ames Public Schools
120 S. Kellogg
Ames, IA 50010

Dr. Roger Volker
Professor
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Iowa State University
Ames, IA 50011

Dr. Maribeth Henney
Associate Professor
N107 Lagomarcino
Iowa State University
Ames, IA 50011

Dr. Shirley Stow
Associate Professor
E005 Lagomarcino
Iowa State University
Ames, IA 50011

Bev Saxton
TOT Teacher
Fellows Elementary
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Ames, IA 50011

Kristy Ulveling
34C Schilletter Village
Ames, IA 50010

Dr. Wallace Schloerke
Educational Student Services
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Iowa State University
Ames, IA 50011

Dr. Donald Brubaker
Executive Director
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

Dr. John Van Ast
Associate Professor
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Iowa State University
Ames, IA 50011

Dr. Carol Phillips
Consultant
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Dr. Harold Dilts
Associate Dean
College of Education
E264 Lagomarcino
Iowa State University
Ames, IA 50011

John Randolph
TOT Teacher
Douglas Elementary School
3800 E. Douglas
Des Moines, IA 50317

Marcie Osmundson
TOT Teacher
Milford Middle School
R.R. 2
Nevada, IA 50201

Mrs. Nancy Hagen
2836 Torrey Pines Road
Ames, IA 50010

Mrs. Virginia Michel
TOT Facilitator
N117 Lagomarcino Hall
Iowa State University
Ames, IA 50011

APPENDIX O. TOT CRITERIA FOR SELECTING BROADCAST TEACHERS

Iowa State University of Science and Technology Ames, Iowa 50011

Teacher on Television Program
College of Education
Lagomarcino Hall
Telephone: 515-294-1915

Date: May 4, 1988

To: Des Moines Elementary Principals

From: Teachers On Television Project Staff MPH DJM

The College of Education at Iowa State University (ISU) is utilizing the technology of live television as an avenue for preservice teachers to observe teaching and learning activities in elementary schools. Initial clinical experiences for preservice teachers occur via live television, thus eliminating the time and cost of students traveling to the local classroom as well as eliminating disruptions caused by observers. Teachers On Television (TOT) provides observers an opportunity to discuss instructional skills and student/teacher interactions in a variety of settings. In addition to positive public relations, local schools and broadcast teachers receive university library privileges, stipends and collaborator rank.

Participating broadcast teachers provide their lesson plans and samples of children's work for the 9-11 a.m., 5-day broadcast each semester. From ISU, an El Ed faculty member operates the camera mounted on a cart in the classroom and provides commentary about the observed instruction to those viewing. Numerous teacher preparation institutions across the United States interested in this approach subscribe to the uplinked TOT broadcast to provide these observation opportunities for their preservice students.

We have been broadcasting from Rice Elementary and Douglas Elementary schools for the past 2½ years. We are expanding the project and seek your nominations of exemplary teachers (K-6 as well as special programs) to represent Des Moines schools on Teachers on Television. Your nomination, accompanied by a 10-minute videotape of the classroom teacher presenting a lesson to children, should be sent to Mr. Pat Moran by May 19th, 1988. Final selection of Des Moines Independent Community School District broadcast teachers will be based on technical considerations, nomination materials, and teacher interview by TOT project co-directors.

Please feel free to contact us with any questions you have.

Mary P. Hoy, Ph.D. (515) 294-7003
Donna J. Merkley, Ph.D. (515) 294-0661
TOT Project Co-Directors

MPH/DJM:bjm

Teachers On Television Nomination

Principal ______________________ School ________________________

Address ________________________________ Phone _______________

____

Teacher nominee ________________________ Grade Level _____ Sp area ____

In the space below please summarize the teacher's strengths in the following areas: a) management and organization techniques, b) communication skills, c) effective and innovative teaching strategies, and d) flexibility.

This nomination has been discussed with the teacher.

______________________________ ______________________________

Teacher's Signature Principal's Signature

Please return this form and a 10-minute videotape of the nominee presenting a lesson to children by May 19th to: Mr. Pat Moran
Des Moines Independent Community
School District
1800 Grand Avenue
Des Moines, IA 50307

APPENDIX P. FIPSE TEACHER EDUCATION PROJECTS NEWSLETTERS

FIPSE TEACHER EDUCATION PROJECTS NEWSLETTER

EDITORS: Dr. Mary P. Hoy
Dr. Donna J. Merkley

COMPILED BY: Barbara Marvick

N108 Lagomarcino, Iowa State University, Ames, Iowa 50011 Vol. 3, No. 1, June 1988

Welcome to the third issue of the FIPSE Teacher Education Projects Newsletter. The focus of this issue is project dissemination. It is our purpose to serve as facilitators in an ongoing dialogue among project directors. Each of our projects has a dissemination component. As first year project directors you, perhaps, have not directed much effort towards this aspect of project management. Those of us in our third (or final) year of funding have experiences to share which may assist individual projects. Collectively, we have a wealth of information and experience which should be disseminated.

As you read the following we urge you to consider joining us in Washington, DC on October 19 for an "Early Bird" Teacher Education Cluster meeting devoted to the topic of dissemination. Please let us know your interest in an early bird session by returning the form on page 15. A special thank you to Ms. Diana Hayman for her thoughtful introductory message.

And now, let us disseminate!

Mary P. Hoy Donna J. Merkley

DISSEMINATION

Diana Hayman, Program Officer for the Fund for the Improvement of Post Secondary Education, gives the following insights and definitions to the concept of dissemination as related to FIPSE projects.

Dissemination and evaluation remain the most difficult tasks or processes for almost every grantee I have worked with in my 11 years at FIPSE. We are not alone in this problem as a funding program, however, private foundations express concern as well. Why are both tasks so hard to accomplish well? In the case of the former, experience tells me that grantees are too focused on managing the day-to-day aspects of their project to think about sharing their ideas, failures, and accomplishments with others. Some project directors do not really undertand the significance of what they are doing. They think, "Well, here is my little project, I cannot believe I actually got funded!" They see their efforts in the smallest, most parochial of perspectives. They are excited, but a little scared about the whole thing, wondering will it work or not; can they do it? So, they never think that others might really want to know what they are doing. And, I suppose, there is some sense of reserve about disseminating unfinished or unproven work.

While it is true that all of philanthropy needs to encourage more thorough evaluation of projects, just because you do not have results in the early stages of a project does not mean that there is nothing to disseminate. That you are doing something and how you are going about it is an important thing to disseminate. That those efforts have made a difference is equally important and worth disseminating as well. It may be that people "feel" better as a result of a project but do they know more, suffer less, or participate at greater rates?

Back to dissemination, per se. It is the idea and its processes, itself, that needs dissemination. If people know you are working on something, they want to watch. They then get ideas themselves. I do not think there are many educators who just want to vegetate. Well, maybe a few, but the enthusiastic and serious efforts of others who wished to solve education problems is contageous and even the complacent can be moved to do something, even if it is borne of the desire not to look bad. But, back to the point. It is also important to disseminate your efforts so that you become part of a larger group of individuals who are working on a similar problem. There is power and mutual intellectual stimulation by affiliating with others with similar interests. There can also be political power in that affiliation.

When you prepare materials to disseminate, you have to have a plan, and you must be thoughtful about what it is you are doing. This process forces you to focus on the core of what you are doing in your project. You discover which parts of your project are tranpsortable and which are unique to your institution. Others will not adapt or adopt any improvement whole-cloth. They will have to pick and choose from among the parts, but you can help them get at the essential parts, and that is what good dissemination does. Good dissemination should not only get the word out, both inside and outside your institution, but it should unbundle and package the project's processes for maximum adaptation.

One final word, dissemination (and evaluation) need to be part of the project's design from the very beginning. A little bit of the time needs to be set aside each day or at least weekly during the management of the project to check to see what you have done that day or week to contribute to both.

The following section deals with dissemination efforts, strategies and results for various FIPSE teacher education projects.

CALIFORNIA STATE UNIVERSITY

Northridge, California
Diane Philibosian, Project Director

Project Description

Dr. Diane Philibosian directs a FIPSE-funded project that develops and implements a teacher preparation module with an integrated curriculum module for teachers of pre-kindergarten children in child care settings. The project is part of a larger effort to establish a model program of employer-supported child care currently being developed by California State University, Northridge and a consortium of 13 corporations.

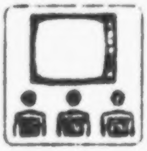
Dissemination Efforts

Dr. Philibosian reports that the project dissemination efforts to date have been largely through personal contacts and presentations. Personal contacts have been made with other universities, community agencies, and private child care consultants. At one university in Mississippi, the opportunity to make a full presentation was sponsored by their School of Education.

Plans in process include the following: production of videotape and companion manual, publication of an article in a major journal, presentation of a one-day institute at a conference for a major organization, and publication of a brochure detailing opportunities for replication.

The project has also been successful in attracting major media coverage by four local networks running special news documentaries on quality in child care and numerous articles.

The most recent success in dissemination is an agreement with a school in Osaka, Japan for curriculum replication and cross-cultural studies. A press conference and official announcement of the affiliation is planned for June 1988.



IOWA STATE UNIVERSITY

Ames, Iowa
Mary Hoy and Donna Merkley,
Project Co-Directors

Project Description

Teachers On Television (TOT) at Iowa State University is in its third year of FIPSE funding. This project utilizes live microwave television broadcasts from selected rural, urban and metropolitan elementary classrooms to provide a unique and highly effective model of direct observation of classrooms as a part of the preservice teacher preparation.

Fourteen classrooms (grades 1-8, a resource room and a mental disabilities classroom) in four diverse Iowa school districts are wired to accommodate microphones and a pedestal-mounted camera. The camera, equipped with capabilities for pan, tilt and zoom is controlled from the University observation center. Beginning preservice teachers at Iowa State receive instruction in the purposes and techniques of observation by using TOT in a teaching strategies course. Three other teacher preparation institutions in North Carolina, Rhode Island and Washington also received the broadcasts Spring 1988. These observations are guided by an ISU instructor who places classroom activities into the perspective of the entire day's schema for the observers.

Dissemination

During the past three years of FIPSE funding, dissemination of the TOT project has been a major focus with three goals: 1) to circulate information concerning the incorporation of the TOT observation model into a required elementary teacher preparation course at ISU; 2) to share research data gathered on preservice teachers' observation skills as a result of the integration of the TOT model into the curriculum; and ultimately, 3) to recruit subscribers to TOT from teacher preparation institutions across the nation.

Accomplishing these goals resulted in various dissemination efforts. Early in the project a 3-panel, 2-color brochure with text and photos describing the project was developed for distribution at meetings, to project visitors and for inclusion in correspondence witlh other institutions. As a class project, ISU senior level College of Design students planned the project logo brochure design and layout. A postage-paid return card for more information facilitated ease of institutional response. Telephone call follow-up by project co-directors upon receipt of the return mailers was a time-consuming, yet valuable strategy in establishing a contact person at the various institutions.

The dissemination focus, over the 3 years, has resulted in 4 journal articles and 30 presentations at national, regional and state professional meetings. TOT's unique public school/university collaboration has attracted the attention of the popular press, resulting in 25 newspaper and newsletter articles as well as 3 state radio interviews and 3 state TV features. These activities generated contacts with teacher preparation institutions desiring additional information about Teachers On Television.

During 1987-88, uplink demonstrations of TOT broadcasts took place in 4 regions of the United States in association with various professional meetings (Washington, DC; Spokane, Washington; New Orleans, Louisiana; and San Diego, California). Prior to each meeting personal invitations to view the TOT demonstrations were sent to teacher preparation institutions in the conference area, indicating that project staff would be available to discuss subscription details. A 2-panel brochure highlighting TOT subscription information was prepared for distribution at the demonstrations as well as to all AACTE member institutions.

A 9-minute videotape describing the project (Dean of College introductory remarks, technical description, facilitator's role definition, preservice teacher's comments, co-directors' summary) was produced Fall 1987 and sent to potential subscribers witlh a personal letter from the Dean of the College of Education, ISU.

The project has experienced hurdles in the attempt to solidify subscription to TOT from teacher preparation programs. Contact with more than 200 institutions verifies interest in the TOT concept, but varying structures at different institutions required a variety of contacts at each institution:

- --administrators who ultimately determine budget allocations to include subscription fee.
- --faculty who would be responsible for utilization and integration of TOT into the institution's teacher preparation curriculum.
- --technology staff who are familiar with the institution's satellite receiving capabilities.

In addition to establishing the appropriate contact person(s) at institutions, the timing of the TOT project marketing efforts have needed to be staggered in order to coincide with the various institutions' decision-making timetables.

KANSAS STATE UNIVERSITY
Manhattan, Kansas
Floyd H. Price, Project Director

Project Description

The Alternative Teacher Preparation Program for Rural Citizens Seeking a New Career is concluding its first year of FIPSE funding. The project objective is to provide retraining for persons in rural areas who have B.A./B.S. degrees in fields other than education who are unemployed or underemployed as a result of the current economic conditions.

The program consists of an evaluation of the student's undergraduate transcript to determine what general educational courses, if any, are necessary. These courses can be completed at an institution near the participant's home. The professional teaching sequence is being offered in a nontraditional program including but not limited to:

--directed field experiences in local schools,
--filed-based seminars, problems-issues related to local school situations,
--video cassettes and individualized instructional units, and
--telenet courses (currently available at more than 30 locations in Kansas).

Individuals completing the course will be eligible to receive a Kansas secondary teaching certificate in their undergraduate major field.

Project Materials

The project has just finished the first semester of the first year. An instrument was developed for this phase but results are not yet available. Other materials developed by the project include computer software and individualized materials for distance learning.

Findings and Dissemination

A significant finding of this first year of the project indicates a minimum of four applications are needed for each training position. It was found that even with assistance and courses being delivered to local areas, many persons still cannot afford the cost to participate.

Dissemination efforts at this time include a rural small school conference scheduled in October and a state school board meeting.

UNIVERSITY OF MASSACHUSETTS, AMHERST

Amherst, Massachusetts
Richard J. Clark, Project Director

Project Description

MESTEP, the Math English Science Technology Education Project, of the University of Massachusetts is now entering its sixth year under the directorship of Dr. Richard Clark. Twenty-five nationally recruited candidates in Math, Physics, Chemistry, Biology, General Science, and English began their program on June 5th. Of the 25, 10 are minority. This August, the project will graduate its 100th teacher.

Dissemination of Project

Dissemination is an ongoing activity of MESTEP both directly through visits and correspondence and, perhaps more importantly, indirectly through recruitment and research efforts.

MESTEP received the 1987 Distinguished Achievement Award from AACTE and a 1988 Exemplary Partnership Award from the Massachusetts Department of Education. These recognitions were based on proposals submitted by the project. Publicity related to the awards has led to correspondencee with about 10 universities interested in the MESTEP model. Newspaper articles detailing the program have appeared in over 50 sources during the last 5 years. Dissemination facilitated by the Mass High Tech Council and School Superintendents in Acton and Concord have continued to increase the company and school participation in MESTEP.

Each year, MESTEP conducts a recruitment mailing to 3,500 department chairs and placement offices at 1,100 colleges and universities around the country. Over the last 2 years these mailings have led to 2,500 written and 500 telephone inquiries from prospective students. One hundred fifty department chairs and other university personnel have agreed to disseminate MESTEP information on a regular basis.

The major emphasis of the MESTEP research project over the last two years has been to interview 30 of the 100 participants in the program about their experiences as beginning teachers. Presentations related to this work have been made at AACTE, AERA, ASCD, and other regional associations. At AACTE this year, 2,100 people attended a panel session that included MESTEP. At AERA, 150 people attended a similar session. Over 30 people wrote to request MESTEP information following the presentation at AERA. Five doctoral candidates are developing dissertations related to MESTEP and teacher education topic areas, including: understanding the experience of first-year teachers, the professional impact on experienced teachers who work in mentor roles with new teachers, exploring the need for preparation and experienced teachers who serve in support capacities, and investigating the adaptation of new technology and intelligent tutors in a teacher education program.

MIDDLE CITIES EDUCATION
ASSOCIATION
MICHIGAN STATE UNIVERSITY
East Lansing, Michigan
Dr. Michael Boulus, Project
Director and Dr. Lynn Benore,
Project Coordinator

Project Description

The Secondary School Improvement Program addresses the important need to improve instructional practices and organizational change to enhance student achievement in urban secondary schools. The approach calls for training teams of teachers and administrators in specific instructional skills (Year 1) and in research on effective schools and organizational change (Years 2 and 3). These are areas of educational research that have been found to be positively associated with student achievement.

To meet these needs, during Year 1 an intensive 10-day training in the essential elements of effective instruction and clinical supervision (Madeline Hunter Model) was presented to building teams from 18 urban districts. An intensive program for selected participants was developed to help them serve as trainers for other faculty members at their schools. On-site coaching was also provided. During Years 2 and 3, the teams received 10 days of inservice on effective schools research and learned how to develop long-range school improvement plans based upon that research. On-site assistance was provided by project facilitators. School board members and central office personnel also attended workshops to inform them more fully of the research base for this program and to assist them in developing an organization support system to insure long-term implementation.

Dissemination Methods

Dissemination methods include development of a comprehensive report on the project's design, implementation and evaluation which is expected to be completed by late October. The project director has reviewed the project each year since 1985 at the fall FIPSE project directors meetings. There have been many requests for project information from interested higher education institutions.

One of the most important methods of dissemination is the network that exists within the organization of 26 urban districts and state agencies and organizations. This project has already been reviewed at several meetings and conferences of the organization so that member district personnel are knowledgeable of the progress and areas of needs in the program implementation. The State of Michigan Department of Education has invited several of the project's member districts and several schools that are project participants to give presentations at statewide conferences on school improvement. A member district representative is also on the State Advisory Committe on School Improvement based upon Middle Cities involvement in this project.

Project Coordinator, Lynn Benore, is currently writing a chapter for a monograph to be published by Dr. Lawrence Lezotte, Director of the National Center for Effective Schools Research and Development. This monograph will depict the development of the Effective Schools Research in selected districts and educational organizations across the country.

SOUTHERN REGIONAL EDUCATION BOARD
W.C. Brown
Atlanta, Georgia

Dr. W.C. Brown states that the Southern Regional Education Board's (SREB) broad involvement in educational activities, across the Southern region, provides unique opportunities to disseminate information about the project. For instance, on an annual basis, the SREB conducts a number of meetings and workshops that include a wide spectrum of people--governors, legislators, educators, and businessmen and women. During these forums, discussing SREB's various program is common practice. In addition, SREB releases publications that highlight developments in edcuation, and information pertaining to this project is included as appropriate.

Another avenue of dissemination is the nationally known Council for Adult and Experiential Learning (CAEL). Dr. Morris Keaton of CAEL is a principal consultant to the project and has been active in disseminating information regarding the project.

WESTERN MONTANA COLLEGE
Dillon, Montana
Lee Spuhler, Project Director

The Western Montana College Rural Teacher Education Improvement Project has been in operation for the past year and a half. The dissemination of the project goals and the progress toward the attainment of those goals was stated as Goal IV in the original project proposal. Thus, dissemination of project activities was well underway the first project year and will continue throughout the duration of the project and on into the future.

The model for dissemination of project activities could be described as a four-way communications thrust utilizing the following: (1) public news media; (2) quarterly report/newsletter, "The Country Connection;" (3) professional journals; and (4) presentations at national conferences. Presently, there have been 24 separate articles describing the project appearing in 18 different Montana newspapers. The project quarterly report/newsletter, "The Country Connection," has a circulation of approximately 1,000 including school administrators, teachers, state departments of education, research laboratories, colleges, and ERIC database. Articles regarding the project have appeared in the Journal of Rural and Small Schools and the Northwest Regional Education Laboratory Northwest Report. Three faculty members have submitted proposals for the presentation of position papers during the National Rural Education Association's 80th Annual Conference to be held in Bismarck, North Dakota in September 1988. The topics of the three papers are reports on programs that are associated with or are a product of the project.

We would like to welcome the following new projects to the FIPSE Teacher Education Projects Newsletter and look forward to hearing more about their projects as they progress through the funding time period.

AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY
Boulder, Colorado
Norbert S. Hill, Jr., Project Director and Jim Kettering, Project Coordinator

Project Description

Teaching Science-Based Alcohol Curriculum for American Indians (T-SACAI) is in its first year of a three-year FIPSE grant. Directed by Dr. Hill and coordinated by Dr. Kettering, this project is designed to develop and implement an innovative teacher training program for teachers working with American Indian youth. The single most pervasive drug problem among Native Americans is alcohol abuse. Teachers need to be given information about the comprehensive nature of alcohol abuse among their Indian students, new findings about genetic bases for alcohol abuse, as well as the unique characteristics of American Indian culture which may be used in effecting successful interveniton and prevention programs. This project will select 30 teachers each year to be trained in culturally relevant science-based techniques, materials and instructional procedures which will enhance their ability to deal with the manifestations of results of alcohol abuse among Indian Youth. Instructional materials will be published and distributed to Indian schools.

Significant Findings

Project personnel point out that the technical nature of alcohol research has uncovered inconsistencies within some of the most current alcohol education information, materials and programs that are avialable to us. Consultation with alcohol researchers at the University of Colorado has helped to deal with these inconsistencies, and the formation of a science advisory committee should continue to help guide the project in the accurate translation of the work of science in relation to alcohol. There is a considerable body of research regarding alcohol abuse and alcoholism that has neither found its way into the curriculum nor has it been made available to the general public. The implications extend far beyond just the Indian communities and should be used to address the general denial of the extent of the alcohol rpoblem that pervades all facets of our culture.

Products/Materials

The project is in the process of developing a total of five preservice-inservice courses for teachers. Three of those courses--An Introduction to Science-Based Alcohol Curriculum for American Indians, Alcohol Abuse and Alcoholism, and Substance Abuse and Treatment--will be completed and taught during the second year of the project. The final two courses--Teaching Children about Alcohol and Alcohol Abuse Prevention and Science-Based Alcohol Curriculum for American Indians--will be developed and taught during the third year of the project.

Dissemination Methods

Dissemination methods for T-SACAI will include American Indian Science and Engineering Society (AISES) summer workshops for teachers, fall AISES national conferences, the AISES quarterly publication, Winds of Change magazine and, possibly, through preservice and inservice teacher training at the University of Colorado and community colleges at project sites. In addition, Dr. Hill and Dr. Kettering now see a need for disseminating much of this information to other minority groups and to our major culture as well.

Institutional Plans

The project will be institutionalized through AISES teacher training programs, project site districts and schools, and possibly the University of Colorado and community colleges at project sites.

Results Expected

Direct results of the project will be the development of courses for teachers that focus on science-based alcohol education for preservice and inservice teachers and the dissemination of this information to teachers who work with American Indian populations. In addition, the project will support the development of science-based alcohol curriculum for American Indians and dissemination of alcohol education information into the site communities. It is expected that the proejct will have a significant impact on those communities' alcohol-related problems.

BAYLOR COLLEGE OF MEDICINE
William A. Thomson and
Leslie M. Miller, Directors
Houston, Texas

Project Background

The Houston Elementary Science Alliance is in its first year of providing elementary teachers with the content and skills necessary to teach "hands-on, process-oriented" science in their classrooms. Teams of two teachers per school (15 schools each year) are engaged in a series of Saturday workshops and a six-week summer institute taught by Baylor College of Medicine faculty and a team of five secondary science teachers who are graduates of a previously-funded FIPSE project. Drs. William Thomson and Leslie Miller will be directing the progress of this three-year FIPSE-funded program.

Significant Findings

Because the project is only in its eighth month and the major component--the summer institute--has yet to begin, the most impressive fact is the overwhelming enthusiasm and interest demonstrated by the elementary teachers. The number of applications received for the project was twice the number which could be accepted for the first year.

Evaluation/Materials Developed

To evaluate the project's impacts, several measures are planned: (1) analysis of teachers' lesson plans pre- and post-participation; (2) survey instruments designed to measure teachers process-orientation to science; (3) the number of inservice presentations given by participants to their colleagues after participation.

Also,, as a means of tracking the progress of summer institute, teachers will be asked to keep a daily journal. At the end of each week, project staff will review the journals and provide feedback, where appropriate. The focus of the journals will be three questions: (1) What did I learn today? (2) How can I use it in my classroom? (3) What would I like to know more about?

While not a stated objective for the project, two instructional resource units will be developed by each of the 30 elementary school teachers during the six-week institute. These resources will, in turn, be shared with other teachers in the Houston area.

Plans to be Addressed

The primary objectiive of the Houston Elementary Science Alliance is to offer advanced learning opportunities to 90 elementary teachers from the Houston area over three years. This pool of teachers will participate in our efforts to identify whether (1) teachers' knowledge of science content and process has been increased, (2) new teaching skills have been developed, (3) student interest has been fostered, and (4) teachers are willing to become advocates in their own school for process-oriented science.

NATIONAL EXECUTIVE SERVICE CORPS.
New York, New York
Andrew Popp and Ann Spindel,
Project Directors

Project Information

A Non-Traditional Project for Recruiting Math and Science Retired Professionals to Teach in Public Schools is directed by Dr. Andrew Popp and Dr. Ann Spindel. In the first year of FIPSE-funding, the project's objective is to develop a collaborative effort and a mechanism by which highly competitive retired men and women can be systematically identified; recruited; trained in a realistic environment; certified and placed as mathematics and science teachers in our public schools. Cooperation and support has been assured and provided by professional and military organizations working with retirees, New York City Board of Education and greater Hartford area superintendents, UFT, and the NYC Teacher Centers Consortium.

Proposed Evaluation Methods/Materials

Surveys, interviews and documentation procedures have just been started. An evaluator has been recruited to conduct the interviews and the first report is being prepared. Careful records have been maintained regarding the recruitment procedures.

Project brochures, recruitment articles and orientation materials are planned for use during the project's duration. At this time, so early in the project, no materials have been prepared for dissemination purposes.

Future Plans

Plans to be addressed as the project progresses include: evaluation procedures, dissemination strategies, materials development, additional recruitment strategies, and collaborative arrangements.

The National Executive Service Corps has the potential to institutionalize the program.

SAN DIEGO STATE UNIVERSITY
San Diego, California
Norm Dessel and George Mehaffy

Project Description

The Navy Math/Science Fast Track Project is finishing its first year of FIPSE funding under the direction of Dr. George Mehaffy and Professor Norm Dessel. This project seeks to identify and train Navy retirees as mathematics and science teachers. The project involves a comprehensive identification process, a one-semester intensive field-based preparation program, and a subsequent semester of paid internship in a high school setting. This first planning year has focused on program development and recruitment. Activities for this first year included creating an internship plan; developing a school-based site for the training of these prospective mathematics and science teachers; publicizing this new credential program to prospective candidates; reviewing files of applicants; and identifying prerequisite courses for applicants. During this time an advisory group was also created to review the work of this project; internship program approval was applied for through the Commission on Teacher Credentialling, and a staff and organizational structure was established to accomplish the work of the project.

Significant Findings

The Fast Track Project is creating a collaborative, field-based teacher preparation program that involves subject matter specialists, teacher educators, and professional practitioners, a model that may help shape future teacher preparation programs. This project seeks to develop a new pool of potential applicants, military retirees, and by extension, mid-career adults. The Fast Track Project is establishing an internship model as an alternate route for teacher certification. Unlike some other alternative approaches, this program will respond to the needs of nontraditional candidates for an accelerated program, as well as provide teachers for critical shortage areas, without sacrificing the quality of preparation experience.

Evaluation Methods/Results

Evaluation plans call for comparisons between this group of Fast Track candidates and students in the traditional year-long program, using a variety of quantitative and qualitative measures. As this first planning year ends, we are collecting data on the first group of candidates who will begin in the Spring 1989 semester.

Materials Developed

As of this time, the project has already developed a packet of materials that is sent out to potential applicants. We are now working on a brochure to be sent to military bases and retirement information centers. A comprehensive description of the professional preparation program will be developed next year as part of the first cycle of instruction.

Dissemination

Drs. Mehaffy and Dessel have written a proposal for a session at the 1989 meeting of the Association of Teacher Educators (ATE) and are currently preparing a proposal for the American Association of Colleges of Teacher Education (AACTE). Also in the planning are meetings with all 19 California State University (CSU) deans of education to describe this project. A series of articles is also planned which will describe the project's development and research results.

Institutionalization

The Navy Math/Science Fast Track Project is being developed as a permanent alternative track for teacher preparation at San Diego State University. San Diego Unified School District has already asked the project to consider expanding to include bilingual teachers.

Future Plans

Fall 1988 will show the completion of the admission process for the first group of candidates. These candidates will begin their semester of intensive coursework in the Spring 1989 semester, followed by a paid internship in Fall 1989. As this first group is prepared, the project directors will already be looking forward to developing a pool of potential candidates for the second cycle. An additional focus of this time will be dissemination efforts and research results.

SDSU
SAN DIEGO STATE UNIVERSITY
San Diego California
Ann I. Morey and Mary G. Cooper

The Development of Pedagogical Content Knowledge Through Collaborative Partnerships is under the direction of Dr. Ann Morey and Dr. Mary Cooper. At this time the project is just concluding the first year of a three-year FIPSE funded grant.

Project Description

The purpose of this project is to revise the teacher education program to better promote clear articulation and integration among content, pedagogy and professional practice. In California, where the baccalaureate degree is earned prior to admission to teacher preparation, content and pedagogy have become increasingly separated and isolated from each other. Through this project the directors intend to reestablish bridges of communication between the respective faculties and to jointly generate a more cohesive teacher preparation program.

The program is using Shulman's (1985, 1987) pedagogical content knowledge paradigm as the conceptual base for this revision effort. It has proven an engaging and powerful heuristic for advancing the dialogue among the partners in this project and substantive work of curriculum revision.

During this first year of the project triad teams were structured in three disciplines: biology, history and mathematics. Each of these teams consisted of representatives from the academic department, teacher education and public school practitioners. The teams have met together throughout the year, using Shulman's conceptions as the basis for exploring curriculum revisions.

Since February, the teams have also met separately to develop experimental courses designed to bridge content and pedagogy. These courses will focus on developing critical understandings of the discipline (i.e., structures, perspectives, assumptions, major concepts, theories, and questions). Simultaneously, these courses will examine pedagogical issues related to that discipline. Students in these courses critically examine the effect of pedagogical purposes, attitudes and approaches on content and on how content is communicated in instruction and within instructional materials. They will also consider how content does or should influence pedagogy. Course experiences are being designed to develop students' critical understanding of content as well as their analytical and reflective capabilities when considering content pedagogically.

Future Plans

The courses being developed this year will be piloted as team-taught experimental sections of existing content courses during Fall 1988. Student enrollment in eaach of the pilots will be held to 15. Subsequent courses in those students' teacher preparation program will be revised to build on and expand the conceptual framework developed in these content- pedagogoy bridge courses.

By the end of the project cycle (3 years), project personnel anticipate completely redesigned teacher preparation programs in biology, history, and mathematics, a training model for classroom teachers with whom the student teachers from these programs will be obtaining their clinical experience, as well as dissemination for replication in other content disciplines and at other institutions offering teacher preparation programs.

WESTERN MARYLAND COLLEGE
Westminster, Maryland
Charlotte Baker-Shenk and Hugh Prickett, Co-Directors

Drs. Baker-Shenk and Prickett are co-directors of the FIPSE-funded, three-year project, "Developing and Evaluating Graduate-Level Curricula for Teachers of American Sign Language and ASL/English Interpretation."

Project Description

Most of the nation's 3,500 Sign Language (SL) or SL-interpreting teachers who instruct at the college level have not received any academic training directly relevant to their work as teachers, resulting in a great variability in their performance and the subsequent learning of their students. Western Maryland College has agreed to establish the first graduate programs for these two populations of teachers. This FIPSE-funded project will develop and evaluate ground-breaking curricula for these programs, with pilot testing and revision work over a period of three years. The complete curricula will enable a quality education for these two populations, set a standard by defining what skills and knowledge teachers should have, provide a graduate program fully accessible to an underserved population--deaf people, and lead to improvement in the quality of communication services available to the deaf community.

Evaluation Methods

Evaluation of the two curricula will take several forms: yearly evaluation (in the form of questionnaires and open class discussion) of each course curriculum by students and teachers in the programs; feedback from returning students (the programs are summers-only) about the usefulness of their previous coursework; critical feedback on each course curriculum by all of the 8 curriculum writers; pre-conference working sessions with 15 practicing teachers in each of the two fields to review and critique their respective curriculum; and feedback from experts in the fields of spoken language teaching and interpretation.

Although not part of this project, anticipated future evaluations will concern the resultant performance of students whose teachers went through these programs. Also to be studied will be how have these programs changed national expectations about the kinds of skills and knowledge teachers should have, leading to changes in the hiring and promotion practices at U.S. colleges and universities.

Materials To Be Developed

Curricula for the two full Masters level programs will be developed. Also to be developed are some new materials (videotape, audiotape, written) to supplement the curricula as needed (Year 2).

Dissemination Methods

Copies of the two curricula will be printed for public distribution (at cost). Availability will be advertised in related field publications as well as copies placed in institutions like the Gallaudet University Clearinghouse on Deafness and the Center for Applied Linguistics. During Years 2 and 3 of the project, the co-directors will be presenting the curricula at within-field (ASL teaching and ASL-English interpreting) conferences as well as conferences on spoken language teaching (like the American Conference on Teachers of Foreign Languages and the Translators and Interpreters Educational Society). They will also prepare papers for publication in two within-field journals, Sign Language Studies and Journal of Interpretation.

Institutionalization

Western Maryland College has already agreed to house these programs as long as there are sufficient students. The programs have been approved by the Maryland Board of Education and the College already is paying teacher salaries and program coordination.

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REMINDER

Plan now to attend the "Early Bird" Teacher Education Cluster meeting devoted to dissemination on October 19 in Washington, D.C.

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FOR MORE IN-DEPTH INFORMATION ON INDIVIDUAL PROJECTS SUMMARIZED IN THIS NEWSLETTER, please write to the project directors at the address listed alphabetically below.

AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY

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IOWA STATE UNIVERSITY

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Dr. Donna J. Merkley
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Floyd Price, Professor
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WESTERN MARYLAND COLLEGE

Charlotte Baker-Shenk
Hugh Prickett
Center on Deafness
Western Maryland College
Westminster, MD 21157

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Thank you for contributing to this newsletter. Please use the following form to share your reactions and ideas with us so that we might better meet your needs. For those of you who are new to the FIPSE Teacher Education Projects Newsletter and wish to receive a copy of last year's newsletter, please indicate on the form below (listing your return address).

We look forward to meeting you at the fall meeting in October. Thank you for your assistance.

Sincerely,

Mary P. Hoy
Mary P. Hoy, Ph.D.
Assistant Dean
College of Education
Iowa State University
Ames, IA 50011

Donna J. Merkley
Donna J. Merkley, Ph.D.
Assistant Professor
College of Education
Iowa State University
Ames, IA 50011

Return to: Teacher on Television Project
ATTN: FIPSE Teacher Education Project Newsletter
Iowa State University
N108 Lagomarcino Hall
Ames, IA 50011

1. Next topic: ________________________________

2. Format suggestions: ____________________________

3. How often should we circulate? _____ Quarterly _____ Biannually
_____ Annually

4. I can contribute the following:

_____ information

_____ article

_____ services

Optional:

Name ______________________

Address ______________________
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____

Thank you for your support.

FIPSE

TEACHER
EDUCATION
PROJECTS
NEWSLETTER

EDITORS: Dr. Mary P. Hoy
Dr. Donna J. Merkley

COMPILED BY: Barbara Marvick

N108 Lagomarcino, Iowa State University, Ames, IA 50011 Vol. 2, No. 1, September 1987

NATIONAL AGENDAS IN TEACHER PREPARATION

This issue of the FIPSE Teacher Education Projects' Newsletter focuses on the relationship of individual FIPSE projects to the goals of two of the major forces impacting teachers and teacher education; The Carnegie Report, A Nation Prepared: Teachers for the 21st Century and the Holmes Group's Tomorrow's Teachers. Colleges and universities across this nation are individually and collectively examining their teacher preparation programs and the professionalism of teaching. The following are abbreviated statements regarding the significant points of these two reports.

The Carnegie Report

The Carnegie Report focuses on quality and equity issues in education for the 21st century. Three proposals to increase quality are:

1) Raise standards for entering teachers,
2) Retain quality teachers, and
3) Use higher quality teachers more effectively.

Implementation of these goals would include the creation of a National Board for Professional Teaching Standards, restructuring the teaching force creating new categories, a Master of Teaching degree confirmed upon completion of a professional curriculum based upon pedagogy, internships and residencies preceded by a subject matter liberal arts BA/BS. Other suggested components include assessment of teachers, a "clinical" school setting, case method of instruction and continuing education for staff developments.

The Holmes Group

In the Fall of 1983, the Johnson Foundation sponsored a meeting of 17 deans of education. Later, the Foundation hosted a conference at the Wingspread Conference Center attended by 23 deans and chief academic officers from research institutions. Initial funding came from the Carnegie, Ford, Johnson, and New York Times Foundations and the U.S. Department of Education.

Articles of Incorporation were signed in Fall, 1985 and combined national-regional organizational structure was put in place. The United States was divided into five regions with at least one leading public university per state and one institution for each 25,000 teachers in a region included. An invitation for Charter membership was extended in Spring, 1986 to the chief academic officer and dean of education at these top 10% of American institutions engaged in preparing teachers.

The central goals of the Holmes Group are:

1. To make the education of teachers intellectually more solid. Teachers must have a greater command of academic subjects, and of the skills to teach the subject areas. Teachers also need to become more thoughtful students of teaching, and its improvement.

2. To recognize differences in teachers' knowledge, skill, and commitment, as well as in their education, certification, and job descriptions. If teachers are to become more effective professionals, there must be a distinction among novices, competent members of the profession, and high-level professional leaders.

3. To create standards of entry to the profession--examinations and educational requirements--that are professionally relevant and intellectually defensible. America cannot afford teachers who fail a 12th grade competency test. Neither can the nation afford to let people into teaching just because they have passed such simple, and often simpleminded, exams.

4. To connect our own institutions to schools. If university faculties are to become more effective educators of teachers, they must make better use of expert teachers in the education of other teachers, and in research on teaching. In addition, schools must become places where both teachers and university faculty can systematically inquire into practice and improve it.

5. To make schools better places for teachers to work and to learn. This will require less bureaucracy, more professional autonomy, and more leadership options for teachers. Schools where teachers can learn from other professionals will be schools where good teachers will want to work. They also will be schools in which students will learn more.

Dr. Charles H. Karelis, Director of FIPSE, is most interested in these responses from each project director. As the Fund considers its role in the exploration of alternative teacher preparation programs, the experience and insight contributed by these current projects will provide a foundation for future discussions. To that end, we invite each of you to attend the Teacher Education Cluster Meeting to explore with Dr. Karelis the impact the spate of national reports is having upon teacher preparation and educational projects.

TEACHER EDUCATION CLUSTER MEETING
OCTOBER 26-27, 1987

Last year a number of us met in October at Princeton University to explore the relationship of the FIPSE teacher education projects to the national education agenda. This year we are pleased to host a similar meeting of FIPSE teacher education project directors on October 26-27, 1987 in Ames, Iowa. We have funds to provide for room and board for the first 20 projects who respond to this announcement.

The purposes of the meeting are:

1. To allow FIPSE teacher education project directors the opportunity to interact with one another with the purpose of networking.
2. To explore initiatives that FIPSE might take to enhance teacher education.
3. To explore the relationship of individual projects to the objectives of the Holmes Group and the Carnegie Forum.

Ames is located 35 miles north of Des Moines. The major air carriers into Des Moines are United, TWA, Northwest, American and Continental. A shuttle bus between the Des Moines airport and Ames runs twice a day. Rental cars are also available.

Please contact Barb Marvick at (515) 294-1915 to reserve your room and confirm your attendance or to answer any questions you may have concerning the meeting. We look forward to meeting you and learning more about the individual projects.

FIPSE PROJECTS ADDRESS HOLMES/CARNEGIE GOALS

The following summaries were submitted in response to the request for the individual FIPSE-funded teacher education projects to describe their program's relationship to the Holmes Group/Carnegie Report. (Please note that full project summaries are presented in a section following project responses to the Newsletter topic.)

Teachers On Television Combines Goals of Holmes/Carnegie Agenda

(Drs. Mary P. Hoy and
Donna J. Merkley,
Iowa State University)

At Iowa State University a developmental Professional Growth Components Model encompasses the experiences that are necessary and important in teacher preparation. The movement from a core of basic academic and education related coursework to professional development experiences has been carefully designed to integrate a variety of state-of-the-art technological approaches.

The FIPSE-funded Teachers On Television (TOT) program, develops observation skills early in the teacher education students' schooling that focuses on classroom setting, instructional resources, motivation techniques, student involvement, management techniques, lesson design and implementation, questioning techniques, communication, and exceptionalities in the classroom.

The TOT live microwave telecasts from 13 classrooms (each classroom is broadcast all day for five consecutive days) in various settings grades 1-8 and special education classrooms from small (300 students, K-12) and large (30,000 students, K-12) school districts. These broadcasts serve as a practicum or lab to apply observation of teacher behaviors in a real life setting.

This project appears to address several of the goals of the Holmes Group (as previously listed). Holmes Goal 1 addresses the need to become more thoughtful students of teaching. The opportunity to observe multiple teachers, lessons and students provide preservice teachers the experiences to consider the improvement of their teaching.

Holmes Goal 2 allows teachers in the field to become leaders in the profession. Teachers On Television, by design, connects our public schools with the institution (Holmes Goal 4). The Teachers On Television enjoy faculty status as collaborators in the College of Education. They interact via seminars with undergraduate students. Additional communication, instructional and research relationships have developed as a result of their continued involvement with the university. (See page 11 for project summary.)

Alverno College Addresses the Carnegie Report

(Dr. Georgine Loacker
and Sister Mary Diez)

The Holmes and Carnegie agendas relate, in different ways, to the quality of elementary and secondary education. The Holmes Group focuses primarily on the preservice preparation of teachers; our project does not directly address those issues.

The Carnegie Report, however, does address several areas that our project, Partnerships in Teaching Critical Thinking, can connect with. For example, it links the outcomes of elementary and secondary education with the need for

> people who have the tools they need to think for themselves, people who can act independently and with others, who can render

> critical judgment and contribute constructively to many enterprises, whose knowledge is wide-ranging and whose understanding runs deep.

The goal of infusing critical thinking across the curriculum is to provide a curriculum that is not focused on the content, but on the learner who, through the content (wide-ranging and deep), is developing the tools to think rather than to recite pre-thought conclusions.

A Nation at Risk goes on to describe the students who will become those people as

> active learners, busily engaged in the process of bringing new knowledge and new ways of knowing to bear on a widening range of increasingly difficult problems. The focus of schooling must shift from teaching to learning, from the passive acquisition of facts and routines to the active application of ideas to problems. That transition makes the role of the teacher more important, not less.

Our project is one attempt to begin to assist practicing teachers to begin to make the shift from teaching to learning, to revitalize the environment of the classroom through the increasing focus on the activity of the learner. We believe that many teachers are ready for the increased responsibility; in our interviews with teams applying to participate this year, we heard statements that echo the Carnegie Report. "Perhaps we need to set aside what we've been doing and ask what do people need to know and be able to do," said one teacher. That openness, coupled with a serious concern for growth of the learner, will lead to some important changes in the schools that we are engaged with. And an important aspect of the process to us is that it is the teachers who are taking the initiative to find ways to develop critical thinking in their students. (See page 8 for project summary.)

CEEP (Civic Education Enhancement Project) and Holmes/Carnegie Share Need

(Dr. Gordon Stanton, CEEP Project Director, California State University at San Bernardino)

The goals and activities of the Civic Education Enhancement Project, a three-year project designed to improve the way the university system instructs new teachers, relate to the Holmes/Carnegie agenda in that both refer to the need for broader, more intellectual, interdisciplinary preparation for future teachers. CEEP also serves to strengthen liaisons between universities and schools and community organizations, such as bar associations, by providing a preservice experience in law-related education which parallels much of the inservice effort being conducted in California under the auspices of the Coalition of Law-Related Education, an enterprise with basic funding from the U.S. Department of Justice and Education. The Coalition operates in many other states as well and has expressed interest in disseminating the CEEP preservice model to teacher training institutions in those states. (See page 9 for project summary.)

MESTEP in Relation to the Holmes and Carnegie Agenda

(Dr. Richard Clark, MESTEP Director, University of Massachusetts at Amherst)

MESTEP (the Math English Science Technology Education Project) was planned in 1982 and started in 1983, prior to either the Holmes or Carnegie agendas. We have been amazed at the degree of correspondence between their proposals and our design and practice. For example, the following are areas of conspicuous overlap:

--requiring a bachelors degree and liberal arts background,

- --placing high priority on minority recruitment,
- --insuring subject matter competence of candidates,
- --developing multiple clinical experiences and clinical schools,
- --using internships and a three-year induction period,
- --creating additional resources for teacher education, and
- --gaining political support for the program at the state level.

Our work has been enhanced immensely by our active school-University-corporate partnership, which enables assurance of paid internships, part-time employment (and added salary) during the first years of teaching, and most important, the infusion of new ideas and new political support in teacher education. We think the Holmes agenda might be enriched through greater encouragement of non-University collaborators and through less reliance on a presumed knowledge base.

While MESTEP is an innovative model which can be replicated, the majority of us involved do not believe that we have discovered THE WAY, but rather, one promising alternative approach. If we are serious about improving teacher education, increasing the diversity and talent of the teaching force, improving career opportunities, using technology...then we must recognize that the range of approaches to addressing these goals to date has been highly limited, and our knowledge base is sorely limited to this lack of variability. Thus, we think the protective net of FIPSE placed under pioneering alternative approaches is exactly what is needed. (See page 13 for project summary.)

The P_2M Program and the Holmes/Carnegie Agendas

(Dr. Neil Cumberlidge, Co-Director, Northern Michigan University)

The P_2M program focuses on providing nonacademic professional activities for practicing teachers as a means of improving their teaching skills. This is in accordance with some of the recommendations of the Holmes/Carnegie reports which emphasize the importance of nonacademic professional activity, as well as course work in the upgrading and updating of a teacher's mastery of academic content.

The P_2M program provides a framework whereby science and math secondary school teachers can become more active professionally via a number of activities. These include joining professional organizations, forming local teacher groups, reading professional journals, and attending professional meetings. These activities help teachers keep up-to-date in their subject, share problems and ideas with their colleagues, and receive advance notice of meetings. Ultimately, it is hoped, these activities will impact favorably on the academic achievements of their pupils.

One special feature of the P_2M program is that it is designed to serve teachers in the vast and sparsely populated Upper Peninsula of Michigan, many of whom teach in small rural schools. These teachers face the problems of professional and geographical isolation from their colleagues, in addition to the problems of keeping up-to-date in their subject area. Many of the P_2M program's activities are, therefore, designed to foster better professional contact between the teachers of the region, their administrators and Northern Michigan University. (See page 13 for project summary.)

Mentor/New Teacher Projects Relates to Holmes/Carnegie

(Dr. Milton J. Gold, CASE/CUNY, New York, New York)

The project directs its attention to the induction of teachers to the oft-times difficult transition from preservice education to full time employment as a professional. It recognizes the need of new teachers for personal support in the transition period and for on-the-job training that includes such elements as classroom management, discipline, pedagogical skills, understanding children and youth in daily practice, negotiating an organization's pathways, and building a professional role. It is also based on change-agent research which has shown the need for one-to-one relationships, coaching and feedback if new behaviors are to be established.

The mentoring program represents an experiential approach to learning. It builds upon theoretical foundations at the pre-service level in the actual field setting where the new teacher has the customary teaching assignments and deals as an independent professional with real students in an actual school environment. Mentoring adds an element which has long been absent in getting started.

It is unfortunately true that building supervisors rarely have the time to give consistent help to newcomers. However, even if the supervisor could give more time, what the new teacher may want is help from a person perceived as a peer where no apprehension of supervisory evaluation may foreclose openness of the teacher to assistance.

In a program that is partially supported by the FIPSE, retired teachers and supervisors are serving as mentors in a program that has already reached 500 first-year teachers. (See page 15 for project summary.)

Holmes-Carnegie Agendas Relationships to "Enhancing Teacher Decision Making Through Computer Simulation

(Dr. Greta Morine-Dershimer, Syracuse University)

There is no direct relationship of the Syracuse University FIPSE project to the Holmes/Carnegie agendas for teacher education reform. At present, Syracuse is a member of the Holmes Group, but preservice programs at both the undergraduate and graduate levels continue to be conducted. The materials being developed are appropriate for use with either graduate or undergraduate preservice students. The tasks are based on recent research on teacher planning and effective classroom management, so they are responsive to the Carnegie Task Force's call for development of a new professional curriculum based on systematic knowledge of teaching. Also, like any FIPSE project, "Enhancing Teacher Decision Making Through Computer Simulation" participates in a national consortium for ongoing research, development, and program improvement. In that way, the project is responsive to the stated goals of the Holmes Group. Beyond these very general aspects, the project is not designed to respond directly to the types of reform envisioned in these two reports. (See page 15 for project summary.)

Project Relationship to Holmes-Carnegie Agenda

(Dr. Harold R. Strang, Director, MicrocomputerBased Simulation for Teacher Training, University of Virginia)

The agendas set forth by the Holmes and Carnegie Reports are certainly reflected in the microcomputer-based teaching simulations developed at the University of Virginia. "Tomorrow's

Teachers" can benefit from simulation experiences in which they can not only acquire basic skills, but can also develop greater confidence in their own teaching abilities prior to entry in the real classroom.

The Holmes group stresses the need for teachers to become "more thoughtful students of teaching." Here, at the University of Virginia, it is exciting to watch simulation participants reflect on their teaching during post-training debriefing sessions. Through the use of instant feedback, the computer generated printouts allow these neophyte teachers to discuss their own teaching skills (and styles) with a trained clinician. The simulation has thus been able to successfully link institution experiences with schools experiences, as debriefers are teachers who can incorporate their own classroom backgrounds into counseling sessions with the preservice teaching participants.

The agendas set forth by the Carnegie and Holmes groups stress the importance of educating teachers to be professional and thoughtful practitioners. Our microcomputer-based simulations enable participants to solidify their acquisition of basic teaching skills, early in their teaching preparation. By allowing preservice teachers to learn skills before they enter the schoolroom, the simulation experience helps to increase their confidence as well as their teaching skillfulness. We anticipate that our simulations will increasingly become viable tools in preparing teachers to become skillful, reflective, and questioning practitioners.

(See page 20 for project summary.)

Western Montana College Rural Teacher Education Improvement Project Relates Directly to Holmes-Carnegie Goals

(Dr. Lee Spuhler, Coordinator, Rural Teacher Education Improvement Project, Western Montana College, Dillon, Montana)

The Holmes/Carnegie reports recommend renewed work on long-held goals to improve teacher education:

a) improve the quality of liberal arts education for teachers;
b) strengthen the quality of teacher candidates;
c) establish better collaboration between elementary/secondary schools and higher education;
d) identify more clearly the role of the education faculty; and
e) strengthen graduate teacher education.

The Western Montana College Rural Teacher Education Improvement Project has goals and activities which relate directly to the Holmes/Carnegie long-held goals. One of the project's goals is to design and implement a research-based improvement program for the preparation of rural school teachers and presently the General Education Requirement Committee has approved a new general education core which includes a strengthened liberal arts curriculum for education students.

The project model will strengthen the quality of teacher candidates by establishing six formalized check points, from recruitment of the student into the program to exit competency assessment. Currently, the college has only one formal check point for entry into the program and informal screening prior to student teaching. The student will not only be assessed more often, but there will be logical and systematic consequences of the assessments. Some students will require remediation before moving on at a certain point, others will require career counseling or academic advisement.

In order to achieve the project's goal of extensive field experience in rural/small schools for teacher education students, 10 training sites have been identified throughout the state. Each site is made up of a cluster of small/rural schools. Collaboration between the college faculty and the elementary/secondary teachers at the sites is imperative. The field experience models will be developed with cooperative input from K-12 small/rural school administrators, teachers and college faculty.

Through the education faculty's close association with the elementary and secondary teachers at the field experience sites, a role definition for each group of educators will be identified. There will be some short term exchange of positions in that college instructors will teach elementary and secondary classes and elementary and secondary teachers will instruct some teacher education study sessions. A close working relationship between the two groups will promote educational research at the classroom level.

Elementary and secondary teachers at the sites will be encouraged to become involved in a graduate program to develop Master Teachers. With college faculty available at the sites the graduate program offered can be a process of instruction which changes, by ongoing negotiations and agreements, so that participants can apply course content to the solution of the problems within their school. In conclusion, the Western Montana College Rural Teacher Education Project was developed in response to the Holmes/Carnegie reports. (See page 14 for project summary.)

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For Fiscal Year 1986 there were 29 new and continuation awards in teacher education granted through the Fund for Improvement of Post Secondary Education. This section contains project descriptions and updates of some of these awards.

ALVERNO COLLEGE

In the second and final year of Partnerships in Teaching Critical Thinking, involving work with middle and senior high school teachers to infuse critical thinking across the curriculum, Dr. Georgine Loacker and Sister Mary Diez are working with eight new schools and one school district. The 13 schools from last year's group are in the implementation phase of their projects and the project co-directors are visiting those schools providing assistance as needed.

The schools have developed plans unique to their situations and needs. In general, the two grade schools that participated (including their lower elementary as well as their middle levels) have had the greatest success. One is a parochial inner city school; the other a private elementary school that draws from across the city. Their advantages seem to be that they have been able to meet as a total faculty and that they already "connect" various subject areas because of the nature of the elementary school. The middle and high schools have also made progress, but are finding it hard to find the time to continue the talking together that faculty need to do in order to make changes across the curriculum. So, one change we made in our screening process this year was to require administrators of teams who applied to commit themselves to time for the teachers in their implementation year.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Current Status

The Civic Education Enhancement Project (CEEP), under the direction of Dr. Gordon E. Stanton, has operated as a pilot project on the campuses of the California State University (CSU) since 1985. Its major purpose is to assist selected university faculty to enhance their teaching about civic education as they deal with thousands of future elementary and secondary teachers. This is done by introducing faculty and future teachers to concepts, methods and materials in the field of law-related education which provide participatory, case-study, inquiry lessons for learners in examining issues of the law, the legal process, the legal system, and the basic civic values and constitutional concepts underlying them.

The CEEP staff have conducted annual statewide workshops for faculty and have followed these with faculty workshops and demonstrations of materials with students on each of the 19 campuses. Selected faculty involved in social studies teacher education are thus trained on using the CEEP instructional booklets in classes with future teachers and are shown how to obtain the K-12 teaching materials upon which these are based for the campus curriculum library.

CEEP has developed three instructional booklets to be used in university social studies teaching methods classes:

Introduction to Law-Related Education: an overview of LRE concepts, methods and materials, with sample lessons and an instructor's guide.

Teaching With Case Studies: a review of selections from college level teaching methods texts on case-study techniques, along with LRE illustrations.

Constitutional Concepts for Future Teachers: a review of constitutional facts and concepts dealing with separation/sharing of powers, popular sovereignty, and limits on government, and how these may be applied in classroom organization and teaching to develop a democratic classroom.

The first two booklets were distributed throughout the CSU during 1985-87. The third has just been completed and is the principal focus for dissemination during 1987-88. The materials are provided without charge to student and faculty within the CSU. The books are available to others for a modest postage and handling charge.

CEEP's Success to Date

CEEP's principal success to date is seen in having raised the awareness level about the place of law-related education in the civic education training of future teachers among CSU faculty and students. The project office has received scores of letters testifying to that. The great remaining concern is that time has run out on the initial pilot project before the needed instruction has become institutionalized into teacher education and social science curricula for future teacher training. Additional grant funding is being sought for that purpose to match the commitment already extended by the Chancellor's Office of the statewide, 19 campus university campus university to assist in keeping CEEP in operation for another year.

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Project Summary

Under the direction of Dr. Murray Baumgarten and aided by Elizabeth Jones, The Dickens Project emphasizes performance as a way of helping high school and college students to develop the art of reading. To that end, the project is in the process of producing videos of scenes from Great Expectations that will be performed by the Dickens Players, a troupe of talented and creative local actors sponsored by the project. It is expected that these videos will both "bring alive" Dickens' masterful text and also inspire interest in student interpretation and readers' theatre adaptations of other scenes and novels.

Products/Materials developed

To accompany the videos, a resource handbook is being compiled that will include such items as writing assignments and class projects, some of which will be specifically related to the videos; scholarly lectures that interpret and provide contextual insight into Great Expectations; Victorian music; sample guided imagery, bibliographies; and slides of Victorian England and Victorian costume.

The handbook is being developed by a core group of high school teachers, in consultation with Dickens Project faculty. This group assembled last February at UC Riverside for an adjunct meeting to the Dickens Project's winter conference. Together with other high school teachers, the FIPSE teachers will meet again during our summer conference, the Dickens Universe, to evaluate our work to date; discuss effective use of the handbook and videos; and attend special sessions on teaching resources, lectures on Dickens' life and work, and drama workshops.

Project Reception and Evaluation

Another part of the program has been the Dickens Players' presentation of scenes from Great Expectations to literature classes at UC Santa Cruz that were studying the novel. This has enabled us to judge the impact and effectiveness of life performance in making Dickens' prose intelligible and appealing to students. (The project is please to report that response was quite enthusiastic.)

Project Dissemination

In the fall, some of the core group of teachers, and sometimes the Players as well, will travel with the videos and handbook to regional high schools to acquaint them with their use. And, towards the end of the year, it is hoped that distribution of the videos and handbook--perhaps in collaboration with the California Literature Project-will begin. If additional funding is received from FIPSE, the program will be continued with two other Dickens novels: Hard Times and David Copperfield.

COUNCIL CHIEF STATE SCHOOL OFFICERS

Project Summary

"Foundations of American Citizenship: A New Direction for Education Graduates," is a FIPSEfunded project under the direction of Dr. Hilda Smith. The primary goal of the project, according to Dr. Smith, is to focus on the teacher as an individual worthy of education and not merely as a conduit of information for students.

The project seeks to expand the teacher's intellectual as well as decision making capabilities. Teachers have been frequently overwhelmed by experts who dictate content and methodology. Programs to reform teacher education, or to improve inservice programs within the schools, have focused on pedagogical techniques or packaged curriculum materials. Seldom have teachers been asked to read original sources, to deal with intellectual materials unfiltered by intermediaries, or to see themselves as scholars in their own right. This project will enhance teachers' understanding of the American citizenship by presenting classical American texts delineating political and social values.

Progress of Project

The first stage of the project is well underway: regional meetings were held in Idaho and Hawaii with state instructional personnel and university education and liberal arts faculty. These individuals were involved in a planning process which will initiate pilot courses that center on exploration of classic documents and ideas of the American tradition, adapted to the current course offerings and the faculty at the particular institutions. A third regional meeting in Massachusetts is planned for June or July.

Project Topics

The topics addressed by the project are: Legal and Political Principles of American Citizenship, Social Realities of American Citizenship, Tensions Between the Individual and the Common Good in American Citizenship, Teaching Civic Values in the Schools, and Ethics of Citizenship.

The project has contacted academic consultants to develop alternative syllabi for institutions of higher education offering the citizenship course. These syllabi, prepared by David Grimsted, University of Maryland ("A Curriculum for Individualism and the Common Good in the United States"), B. Edward McClellan, Indiana University ("Education and the Changing Meaning of American Citizenship: Themes and Questions"), Nancy F. Cott, Yale University ("Social Meanings of U.S. Citizenship, 1865-1925"), and Kermit L. Hall, University of Florida ("The Law of Citizenship in American History: A History of Original and Secondary Materials"), are meant to serve as resources, not directives for teaching the class. Jon Moline, St. Olafs College in Minnesota, is currently completing a fifth syllabus.

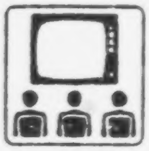
Future Plans

Following successful pilot testing of the course, chief state school officers, deans of education, and university liberal arts and education faculty will work toward its adoption by universities and toward its requirement for state certification for education graduates.

Also planned is a second national advisory committee meeting on June 16. This committee is composed of three chief state school officers, three deans of education, and three liberal arts faculty members.

IOWA STATE UNIVERSITY

Project Description



In the five years since the March, 1982 pilot broadcast, the Teachers On Television (TOT) project under the direction of Drs. Mary Hoy and Donna Merkley, has matured from an exciting idea to a regular feature in the required introductory course work for elementary education majors. Initial clinical observation experiences occur via live television, thus eliminating the time and cost of students traveling to the local classroom. This model provides observers an opportunity to discuss instructional skills and student/teacher interactions in a variety of settings. Through support from the Dean of Education, an ISU Instructional Development Grant and later funding from the Fund for Improvement of Post Secondary Education (FIPSE), TOT has expanded from 1 to 13 teachers in six schools in five rural, suburban and metropolitan school districts.

Current Status

The Teachers On Television (TOT) project is currently in the second year of a three-year ($444,000) award from the Fund for Improvement of Post Secondary Education (FIPSE). Combined support from the College of Education and FIPSE has provided elementary education majors with the opportunity to observe 300+ hours of live broadcast from 13 elementary classrooms, 1-8, each semester. Guided by faculty assignments, in 18 different elementary education courses, 2,940 students (1,611 Spring, 1,329 Fall) utilized the TOT observation classroom during the 1986-87 academic year to observe for teaching methods and/or curriculum implementation.

Sixty-four parents of children in broadcast classrooms were able to schedule an observation during their child's telecast week. One hundred eighty-three visitors to the college (including four classes participating in TOT) viewed the live broadcast and toured the facility.

Project Dissemination

In February 1987, the TOT program was recognized as one of three outstanding teacher preparation projects in the nation by the Association of Teacher Educators as a Distinguished Program in Teacher Education. This recognition by the national profession as well as 18 state, regional and national presentations, 4 articles relating to the TOT model, and 2 live national broadcasts via satellite during 1986-87, have generated interest in the project from many other teacher preparation institutions.

Consortium Effort

Building upon this interest, a national marketing plan was developed. All members of the American Association of Colleges of Teacher Education (AACTE) received an invitation to subscribe to Teachers On Television. Subscription provides the following to subscribing institutions:

1. 2 hours/day (9-11 a.m. Central), 5 days/week, 8 weeks/semester of live broadcasts from classrooms, 1st - 8th grades.
2. The last ½ hour of a broadcast week will feature a seminar with the public school classroom teacher responding to questions from observers.
3. A weekly packet of materials featuring a description of the school, its community and the demographic information regarding the students; lesson plans with goals and objectives; lists of published materials utilized; samples of teacher prepared materials; as well as copies of actual student permanent products.
4. A module for structured observations will be available for student purchase which includes readings and observation sheets. A complimentary copy of the module will be sent to each subscribing institution.

The broadcast sessions provide the education faculty and students live, unstaged classroom interaction from all elementary levels, regular and special education, in rural, suburban and urban classrooms; the opportunity for students to discuss among themselves or with their faculty what they are observing enhanced by comments from an ISU faculty person familiar with the classroom and teacher. These observations will allow students to hone and sharpen their observation skills prior to, or concurrent with, actual classroom experiences.

The viability of regular national broadcasts of TOT, via WOI-TV's uplink appears to fulfill instructional needs of other teacher preparation institutions. Memorandums of Agreement have been sent to a variety of teacher education institutions. It is anticipated that adequate subscriptions for regular satellite broadcasts will allow Teachers On Television a national audience, 1987-88. Further information on the project are available upon request.

UNIVERSITY OF MASSACHUSETTS AT AMHERST

Project Update

MESTEP, the Math English Science Technology Education Project under the direction of Dr. Richard J. Clark, is moving toward FIPSE Year III with great optimism. According to Dr. Clark, school system and corporate participation have increased, and the University is now making direct dollar commitments to insure continuation. National recognition has also increased, and in February, 1986, MESTEP received the AACTE's Distinguished Achievement Award in Teacher Education.

The project's central goal is to recruit and prepare for teaching, each year, 24 diverse and talented college graduates with strong majors in math, English or a science. In April of this year, in preparation for next year, 35 most promising candidates were selected from an applicant pool of 97 to come for day-long school system and corporate interviews. The candidates have a median undergraduate gradepoint average of 3.7, a wide range of extra-curricular achievements, and include 7 minority graduates. Dr. Clark and his staff are looking forward to the June 1 arrival of the 24 selected graduates.

In the interim, in-depth interviewing of candidates and graduates continues, generating 3,000 pages of transcripts and 150 topic files which are being used in program development, conference presentations, writing, and gaining new insights. For example, and in conclusion, MESTEP is now wrestling with the concept and implications of Biography as Teacher Educator.

NORTHERN MICHIGAN UNIVERSITY

The Partnership for Professional Memberships Program, or P_2M, is designed to foster increased professional activity on the part of the secondary school science and mathematics teachers of northern Michigan. The P_2M offers free membership in the state and national professional organizations to teachers who join the program. By joining, teachers also commit to attend at least one local, state or regional conference and to join and be active in a local teacher group.

The project is under the direction of Dr. John Kiltinen and Dr. Neil Cumberlidge and has been in operation approximately 9 months. Membership of P_2M stands at 95 teachers, thus approaching the two-year target of 100 members. Teachers who join are organized into 11 groups ranging in size from 4 to 12 members. Because the enrollment process took much longer than had been anticipated, the project was unable to meet its target of having all of the teacher groups meet once in the first year. However, those teacher groups that did meet have featured guest speakers, demonstrations of experiments, and planning sessions for next year's activities.

One major problem encountered by the project is underfunding. This is due in part to underestimation of certain costs in the first year budget, and in part to the greater than expected response from the teachers. The latter committed us to fund an extra 45 memberships out of the first year budget which was done by delaying the full payment of some memberships until next year. The reaction to the high response rate was to increase the final (year two) target P_2M membership to 125; however, FIPSE recommended that we stay within our original budget for the second year and hold the membership at 100. The project directors are currently approaching local industries for long-term funding for the P_2M, so that the project can continue beyond the FIPSE funding cycle.

WESTERN MONTANA COLLEGE

Project Summary

The Rural Teacher Education Improvement Project is well into its first year at Western Montana College. Excellent headway is being made toward meeting the first year objectives. This project is under the direction of Dr. Lee Spuhler.

In order to achieve the goal of extensive rural/small school experiences for teacher education students, 10 sites have been established which geographically represent most areas of the state. A site is made up of a cluster of small schools in an area usually defined as a county for governmental purposes. To qualify as a laboratory field site there had to be a number of rural one/three teacher elementary schools and small combination high school/elementary schools with high school enrollments under 100 and elementary teachers teaching multigrade. Each of the sites is represented on the project's advisory council by a county superintendent of schools.

Tentative Interim for Field Experiences

In order to have a non-conflict time space for field experiences, a plan has been tentatively approved to change the present May interim (time between Spring Semester and Summer School) to a 4-week Interim in January. January is more conducive for field experiences in elementary and secondary schools than May.

The January Interim primarily will be for sophomore early field experiences and the project will start utilizing this no-conflict time space in January, 1989. During the year 1987-88, the project will try out several selected sites and develop the sophomore early field model. Also, a no-conflict time space for the junior field experience will be made through the establishment of a professional semester which will be a block of professional education courses each requiring a field experience. Students will be on campus for approximately 8 weeks, off campus for 2-3 weeks and back on campus 4-5 weeks. The professional semester will start 1989-90.

Professional Semester Offers Varied Experiences

The professional semester will be offered each semester and students can opt for any one of three semesters--two in the junior year plus the senior semester prior to student teaching. Student teaching will be for 15 weeks. Thus, a student will have field experience in three different schools with a minimum of one experience in a small high school or rural multigrade elementary. Ideally, each of these experiences will be in a different part of the state and by living in private homes, as in the exchange student model, the student can learn about the economic and cultural differences of the state firsthand.

BROOKLYN COLLEGE

First Year Summary

At Brooklyn College, New York, the FIPSE supported "Practicum in Higher Order Thinking Skills in Mathematics" for teachers of grades 7 and 8 has completed the first of its two years, under the direction of Dr. Dorothy Geddes and Dr. Rosamond Tischler.

Thirty-six teachers completed 5 credits of course work, 3 in education and 2 in mathematics. The practicum was designed to integrate study of content and methodology, and also to focus on the development of higher order thinking skills in all areas of the mathematics curriculum. The project published a mini-resource packet, "What's HOT in Math?" of which 2,000 copies were distributed to all Community School Districts in the New York City area. This contained ideas for classroom activities to develop reasoning skills and a related sample student worksheet. The project also sponsored a conference and open house, featuring two speakers and a model Math Fair. The latter was a showcase for curriculum materials developed by the project staff, participants, and their students.

Current Events

Current tasks include evaluation of performance of teachers and their students on a project-developed preand post-assessment instrument on higher order thinking skills, and also the further development of teacher training resource packets. (These contain materials to develop content, related thinking strategies and techniques for helping children to develop the strategies, and supporting videotapes of individual children and of classroom situations.) Next year, the practicum will be expanded to include a seminar for 20 participants from the first year, designed to strengthen their leadership and curriculum development abilities. At the same time, a new group of 40 teachers will participate in a program similar to the first year's.

CITY UNIVERSITY OF NEW YORK

Project Summary

"The Mentor/New Teacher Program in New York City" is in the third year of a FIPSE grant under the direction of Dr. Milton Gold. It is a joint venture of the City University Graduate School's Center for Advanced Study in Education, the New York City Board of Education, and Barnard College.

This program, initiated to assist and retain new teachers in the New York City school system, is proving that retirement can be the beginning the beginning of a new professional role. Retired city teachers and supervisors are serving as mentors in a program that has already reached 500 first-year teachers. Retirees are selected on the basis of recommendations from their former principals, their analysis of a videotaped lesson, and characteristics observed in a training program during the summer preceding service. Training focused on the consultant role as distinct from the direct teaching function, on recent curriculum developments, and on observational skills. Mentors are salaried employees of the Board of Education and are assigned to give approximately 66 hours during the school year to each of three teachers.

Current Progress

This year, 97 retired teachers are coaching 297 beginners in elementary, junior high and senior high schools with the most difficult student drop-out and teacher attrition problems. The Center for Advanced Study in Education has completed an interim evaluation which reports enthusiasm from the mentors, the new teachers and their principals. Details of the evaluation and a multiple case study are available from the Center.

SYRACUSE UNIVERSITY

Project Update

Dr. Greta Morine-Dershimer, Project Director of the FIPSE project "Enhancing Teacher Decision Making Through Computer Simulations," is reporting positive results in the development and testing of computer-assisted simulations of teacher planning skills as the project nears the end of the second year of funding. Simulation tasks developed the first year have been revised, based on student responses, and the revised tasks have been used with a new group of students. In addition, a new set of tasks, developed and tested, are currently being revised based on what is being learned from student responses.

The first-year tasks have been evaluated and students engaging in these exercises showed significant differences in their approach to planning tasks when compared to a control group of students. Most of the students who worked with these tasks had not worked with computers before, so the tasks served a dual purpose, providing them with experience in planning for instruction with a simulated class of pupils and introducing them to the possibilities of the computer as an instructional tool. Students were very enthusiastic about the experience.

Project Dissemination

Dr. Morine-Dershimer states that the project has generated a good deal of interest from teacher educators in other colleges and universities. Project work has been reported at several conferences, including the annual meetings of the American Association of Colleges for Teacher Education and the American Educational Research Association.

One dissemination problem faced by the project, according to Dr. Morine-Dershimer, is that the tested materials have been developed for use with the mainframe computer, which is a Digital VAX. Therefore, for the near future at least, only colleges and universities with this equipment will be able to use the programs. An advantage of the use of the mainframe computer, however, is that student responses to the simulation tasks are automatically stored and available for project analysis. As a result of the project, Dr. Morine-Dershimer reports increased learning about the beliefs and attitudes of the preservice students.

WHITE PLAINS CITY SCHOOL DISTRICT
WHITE PLAINS, NEW YORK

Project Summary

PROJECT SELECT

Project SELECT -- A collaborative effort to attract, prepare and retain outstanding community college students for the teaching profession--is under the direction of Dr. Saul Yanofsky and Rita Silverman. This project is a consortium of three organizations located within a 5-mile radius of each other in an area about 15 miles north of New York City: Westchester Community College (WCC), a two-year public institution; Pace University, a multicampus, four-year private institution; and the White Plains Public Schools (WPPS), a K-12 school system serving a diverse, urban-suburban population. These institutions have come together to recruit outstanding community college students into teaching, to then prepare those recruited in unique ways, and to ease their transition into public school teaching.

Unique Aspects

The project is unique in several respects. First, the collaboration itself is unusual. The three institutions serve different populations and thus, have quite disparate goals.
There are basic differences in their institutional missions, their priorities for resource allocation, their organizational and staff incentives, their work habits and their traditions. Nevertheless, leaders from all three institutions agree that the goal of attracting and retaining more able people for the teaching profession is sufficiently important to find ways to accommodate institutional differences.

Second, Project SELECT follows a student from identification (the WCC aspect), through preparation (Pace U. aspect), to job placement (the WPPS aspect). We are involved in the professional lives of teachers, from the point of recruitment through to retention in the profession.

Finally, Project SELECT has begun to involve public school teachers in the recruitment, preparation and retention process. The project has allowed the opportunity to cross the artificial but powerful boundaries that separate the roles of community colleges and four-year institutions and the roles of teacher preparation personnel and public school personnel.

Project Update

The project is currently at the midpoint of the three-year grant from FIPSE. The project started with many assumptions, confirmation of several of these has begun.

Assumption 1: Outstanding community college students could be identified. Over the past three semesters, identification and contact has been made with a group of outstanding students exhibiting intellectual ability, maturity, commitment, and interpersonal skills. Initial efforts for identification used college records of academic achievement and faculty/staff referrals. From these two sources close to 800 candidates for the program have been identified.

Assumption 2: Students who had not considered teaching as a career would be willing to think about it. Project personnel were aware that outstanding students would have a variety of career choices, and that most of them would not have considered teaching as a possibility. Convinced that students would give serious thought to teaching as a career if given a chance to meet and discuss opportunities, the project hosted receptions to facilitate this possibility. Most of the 125 students who attended did so initially out of curiosity. They had either not considered a career in teaching or had rejected the idea given what they believed to be true about careers in teaching. By discussing the opportunities for outstanding people to enter the teaching profession and disabusing them of misconceptions (e.g., availability of jobs, salaries and working conditions), it was found certain students were open to thinking about teaching as a career.

Assumption 3: An education course would attract students at WCC. Through preliminary discussions with Westchester Community College (WCC) personnel, belief was fostered that an introductory level education course might find an audience there, although the college had no education program. A new course was proposed "Introduction to Schools and Teaching," designed as an interdisciplinary elective course. It has been offered three times alternating between day and evening times to accommodate schedules of ECC students (registration for course was 13, 18 and 26, respectively). Within each group, students were identified for encouragement to continue in teacher preparation courses. In addition, many students were able to use the experience of the course to decide if teaching was a career they might pursue.

Assumption 4: Students would enter Pace to seek a four-year degree and teacher certification. Several students identified through the introductory course at WCC were recruited to continue their college studies at Pace in the education field. This group of five students were identified as Cohort 1 and were enrolled Fall of 1986. At the completion of the second project year, an additional 10 students, Cohort 2, are planning to enroll Fall 1987 at Pace and seek teaching certification. Half of this cohort report that they had not considered a teaching career until they attended a Project SELECT reception.

Assumption 5: Pace University and White Plains Public Schools can work together on an integrated, clinically based teacher preparation program. The first cohort of Project SELECT was "hurried" to begin at Pace so that some students would have completed the Pace program before the end of FIPSE funding. Since the first year of the project was devoted to recruitment efforts at WCC, this assumption was not tested out as well as wanted. As a result, the students in Cohort 1 have not had the integrated field experiences envisioned by the project personnel.

Prelim Results Encouraging

Overall, as the project begins the third year, personnel are encouraged by preliminary findings. The collaboration has worked extremely well and the types of students sought have been found. Furthermore, it was discovered that through Project SELECT teaching could be "sold" to these students--even to those who are academically strong enough to choose other prestigious career paths.

In summary, the project's experiences over the past two years has led to the belief that Project SELECT has the potential to address a number of important issues related to the recruitment, preparation, and retention of outstanding teachers for our nation's public schools.

INDIANA UNIVERSITY OF PENNSYLVANIA

Project Summary

The Pre-Teacher Assessment Project grew out of a need to help education majors acquire skills necessary for effective teaching that are not systematically assessed or developed. It was determined that the development skills of sophomore education majors would be assessed and that developmental activities would be provided for those who need teaching skill development. The project is under the direction of Dr. Robert Millward and is beginning its third year of FIPSE funding.

Assessment Activities Developed

Assessment is a method of predicting future behavior by using behavioral simulations that measure a candidate's ability to handle future responsibilities in a specific career. There are several ways to develop assessment activities. First, behaviors required for successful job performance are identified. Second, dimensions that represent those behaviors are defined. Third, simulations that require a candidate to exhibit selected dimensions are developed. These activities mirror the work activities of the occupation for which the assessment is intended. Fourth, scoring techniques that can discriminate between high and low skill acquisition for each dimension are designed.

Dimensions Assessed

A dimension is a description under which behavior can be reliably classified. The Pre-Teacher Assessment Center will assess the following dimensions.

1. Planning and organizing: establishing a course of action for self or others to achieve a specific goal. Planning appropriate time, resources, setting, and sequence of activities for task accomplishment.
2. Monitoring: establishing procedures to monitor classroom activities and student progress.
3. Leadership: utilizing appropriate interpersonal styles and methods in bringing individuals or groups toward task accomplishment.
4. Sensitivity: showing consideration for feelings and needs of others in verbal and nonverbal situations.
5. Problem analysis: identifying issues or problems; securing relevant information; identifying causes of problems; relating, comparing, or quantifying data from various sources.

6. Strategic decision making: developing alternative courses of actions, making decisions, and setting goals when time for deliberation is available. Making decisions which are based on logical assumptions and which incorporate all pertinent information.
7. Tactical decision making: making appropriate decisions in ongoing situations where time for deliberation is limited and extensive information gathering may be inappropriate. Being ready to make decisions, take action, or commit oneself.
8. Oral communication: expressing ideas effectively in individual or group situations (including gesture, facial expressions, and other nonverbal communication).
9. Oral presentation: expressing ideas effectively when presenting to an individual or group when given time for preparation.
10. Written communication: expressing ideas clearly in writing (includes grammar, context, syntax).
11. Innovativeness: generating or recognizing and adopting new or creative instructional approaches, techniques, and materials.
12. Tolerance for stress: performing with stability under pressure or opposition; able to maintain attention on multiple tasks or activities.
13. Initiative: actively attempting to influence events to achieve goals; taking action beyond what is necessarily called for; self-starting.

Simulations aid assessment

Four simulations--Classroom Vignettes, Actual Teaching Simulations, the Education Fair, and the School Museum--have been designed to assess the 13 skill dimensions identified as needed for effective teaching.

Classroom Vignettes is an exercise in which students view a series of 5-minute videotapes portraying different classroom episodes. At selected intervals, students are asked to respond in writing to such questions as, "How would you react to this situation?"

In Actual Teaching Simulations, students are given a lesson packet with content they will be required to teach. After two hours of preparation, the student teaches the lesson.

The Educational Fair is a 2-hour exercise in which students are faced with the problem of organizing a district-wide educational fair. Students are given a packet of information that must be analyzed, reviewed, and then organized into an overall plan.

Another 2-hour exercise, The School Museum, requires students to read and analyze data related to a problem. Students are asked to develop an educational museum exhibit that would be relevant for students as well as educationally sound.

Project Update

The four simulations have been developed and piloted to measure a college sophomore's teaching strengths and weaknesses. Of the 13 dimensions that were identified as being necessary for teaching, all 13 are capable of being observed and scored. Initial results indicate that students are scoring low in innovativeness, initiative, problem analysis, and leadership. Student strengths seem to include decision making, monitoring and sensitivity.

Plans for this fall include implementation of the pre-teacher assessment center at Indiana, Slippery Rock, and Millersville University in Pennsylvania. Throughout the summer the project will be piloting and printing assessor manuals as well as scoring guides. Currently, a training module is being developed that will follow the assessment center and provide remedial help to both sophomores and juniors. In addition, a plan is being developed to maintain long-range records of student performance through the University's Computer Center. The project remains on schedule and initial results are very encouraging

UNIVERSITY OF VIRGINIA

Project Update

Dr. Harold R. Strang is the project director for "Teacher Training Through Computer Simulation," a FIPSE-funded project in the final stages of a three year grant. The following summary shows the many accomplishments and progress of the project throughout the grant period.

The microcomputer-based teaching simulation has been implemented successfully with preservice teachers at the University of Virginia. Over the past three years, more than 150 beginning teachers have participated in three to nine simulated teaching sessions. Through interaction with simulated pupils, these teachers learned wait-time, feedback, packing and management skills.

The training has produced several powerful results. First, the participating teachers showed improvement in skill acquisition; for example, they gave more feedback to their pupils and became more proficient in addressing classroom misbehaviors. Maintenance checks (2-3 months after the initial sessions) have demonstrated continued appropriate use of these important classroom skills. Post-session debriefings have additionally revealed high levels of participant satisfaction regarding perceived efficacy of the simulated teaching sessions.

Project Outgrowth

The University of Virginia teaching simulation has been adopted by several sister institutions. These universities sent representatives to a comprehensive training seminar held at the Curry School of Education in September 1986. These schools have since successfully implemented the teaching simulations in their own teacher education programs. Finally, the project sponsored a Teacher Training Computer Simulation Workshop in April of this year. The workshop included several exciting demonstrations of teaching simulations as well as provocative discussion on the use of new technologies in future simulation development.

FOR MORE IN-DEPTH INFORMATION ON INDIVIDUAL PROJECTS SUMMARIZED IN THIS NEWSLETTER, please write to the project directors at the address listed below (alphabetically by state).

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Thank you for contributing to this newsletter. Please use the following form to share your reactions and ideas with us so that we might better meet your needs. For those of you who are new to the FIPSE Teacher Education Projects Newsletter and wish to receive a copy of last year's newsletter, please indicate on the form below (listing your return address).

We look forward to meeting you at the fall meeting in October. Thank you for your assistance.

Sincerely,

Mary P. Hoy

Mary P. Hoy, Ph.D.
Assistant Dean
College of Education
Iowa State University
Ames, IA 50011

Donna J. Merkley, Ph.D.
Assistant Professor
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Return to: Teacher on Television Project
ATTN: FIPSE Teacher Education Project Newsletter
Iowa State University
N108 Lagomarcino Hall
Ames, IA 50011

1. Next topic: ____________________

2. Format suggestions: ____________________

3. How often should we circulate? _____ Quarterly _____ Biannually
_____ Annually

4. I can contribute the following:

_____ information

_____ article

_____ services

Optional:

Name ____________________

Address ____________________
____
____

Thank you for your support.

REMINDER:

FIPSE TEACHER EDUCATION CLUSTER MEETING
OCTOBER 26-27, 1987
HOLIDAY INN--GATEWAY CENTER
AMES, IA 50010

First 20 FIPSE projects registering will be provided room and board at meeting. Contact Barb Marvick (515) 294-1915 for reservations and general information.

FIPSE TEACHER EDUCATION PROJECTS NEWSLETTER

Editors: Dr. Mary P. Hoy
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Volume 1, Number 1 September 1986

Introduction

At the FIPSE Project Directors' meeting in Columbia, Maryland last November, we as members of the Teacher Education Cluster met for the first time. We worked hard, did some sharing, but few of us had an opportunity to network or fully discuss our individual projects. As co-directors, we felt an isolation from other projects and wondered just what could be done. Therefore, we discussed with Ms. Diana Hayman, our project officer, the possibility of a newsletter among the Teacher Education project directors.

Our request for information from each of you brought the typical responses; some full reports, some sketchy, and, unfortunately, a few "no responses." We have reviewed your information and compiled this synthesis for your edification. We hope that you will use this information as you formulate your thinking for the October 2-3 meeting in Princeton and for the annual meeting of FIPSE Project Directors in November. At the end of this newsletter we will request ideas from you for future newsletters. You will also note that complete addresses for each project are listed at the end of the newsletter.

Before describing our FIPSE project, we are exercising our editorial prerogative by introducing ourselves to you:

Mary P. Hoy, Assistant Dean of the College of Education, Iowa State University, has been involved with the Teacher on Television (TOT) Project since its inception. Her educational/research interests have focused on special education, particularly rural special education and assessment. She is married and mother of three.

Donna J. Merkley, Assistant Professor in Elementary Education at Iowa State University, joined the TOT project four years ago. She has assumed the leadership for the programatic component of the project. Her educational/research interests focus on reading comprehension. She is married and mother of two young girls.

We look forward to getting to know each of you this fall at the upcoming meetings.

IOWA STATE UNIVERSITY
TEACHER ON TELEVISION

Live television

Exemplary teacher preparation programs utilize a variety of teachers working with children in diverse settings. The Teacher on Television Project (TOT) at Iowa State University (ISU) uses the medium of live microwave television broadcasts from selected rural, urban and metropolitan elementary classrooms to provide a novel and highly effective model of direct observation of classrooms as part of the preservice teacher preparation.

Ten classrooms in four diverse Iowa school districts are wired to accommodate microphones and a pedestal-mounted camer. The camera, equipped with capabilities for pan, tilt and zoom is controlled from the University observation center.

Observation skills

Beginning preservice teachers receive instruction in the purposes and techniques of observation by using TOT in a teaching strategies course. In subsequent courses elementary education faculty continue to require TOT observations. These observations are guided by an ISU instructor who places classroom activities into the perspective of the entire day's schema for the observers. This instructor also coordinates with the public school teachers in order to obtain lesson plans and teaching materials.

TOT has developed from a one-classroom pilot project three years ago into a major program funded by FIPSE. Plans are being developed to provide satellite uplink of broadcasts, live, from a variety of school classroom settings to teacher preparation institutions around the country.

Evaluation

Evaluation efforts are underway to determine the effect of the project on preservice teachers knowledge and attitude as a result of observation using the TOT model.

Products/Materials developed

A module, "Observation: Key to Experiential Learning," has been designed to be integrated into the scope and sequence of preservice teachers' first methods course, Strategies in Teaching. The module focuses on providing students with skills in observing for the following components: classroom settings, motivation techniques, student involvement, management techniques, use of resources, instructional sequence, communication techniques, and questioning skills.

Dissemination methods

Dissemination efforts have consisted of various newspaper articles, videotape and audiotape interviews as well as local, regional and national conference presentations. Conference presentations during 1986-87 plan to include uplink transmission of the Teacher on Television broadcast beginning with the Teacher Education Division of the Council for Exceptional Children (TED/CEC) annual meeting scheduled for November 14 at 2:15 PM in Atlanta, Georgia.

ALVERNO COLLEGE

Critical thinking skills

"HIGH School--College Teaching Partnerships" is concluding Year 1 of a two-year project directed by Dr. Georgine Loacker and Dr. Mary Diez of Alverno College in Milwaukee. The project is designed to provide inservice training for middle and senior high school teachers focused on the development of critical thinking skills by their students. Consisting of two cycles of workshops, each followed by a year of ongoing support to assist teachers in implementing and refining improvements in their classrooms, all project activities are collaboratively planned and carried out by a joint committee of Alverno faculty and teachers representing local school systems.

Evaluation

By request of school-based planning committee members, the summer-scheduled workshop cycles were shifted to the school year to enable participants to try out developments on students. Each school had develope an evaluation plan to mesh with ongoing curriculum evaluation modes. Data collectio included videotapes of classrooms, student performance records, teacher/student logs, interviews and several other methods. Proje materials and products included a notebook with articles and worksheets for each partic pant and videotapes of school plan presentations. In addition, each team was videotape discussing the experience of the workshop and what is happening in the classroom as a result. These tapes are to be edited into a tape about "Partnerships in Teaching Critical Thinking."

Future dissemination plans of the project include presentations at the Archdiocesan Teachers Convention in October 1986 and workshops given by planning committee member to school districts outside the grant area.

AMERICAN INDIAN SCIENCE & Engineering Society (CO)

Kim Basom replaced Ann Card as Director of the American Indian Science Teacher Training project early this year. This project has developed a regional workshop to provide training for teachers of American Indian students (K-12). In addition to training, regional support networks were to be develope among workshop participants and local trainer

As Kim Basom states, "The model of cascading leadership is working well. Two AISES staff members trained 4 regional directors who hired and trained local talent to work with the participants. The participants will act as trainers in their own schools and districts when they go home. The system develops skills and confidence in an ever-expanding circle of teachers."

Pre- and post-workshop questionnaires on teaching methods attitudes as well as post-workshop classroom observation are used for evaluation.

A slide-tape presentation about the workshops is to be presented at the 1986 AISES Conference. In addition, each participant will present an inservice training session with teachers of his/her school or district.

BRIGHAM YOUNG UNIVERSITY

"A New Approach to the Skills of Effective Teaching" is directed by Dr. Larrie E. Gale. Learning Theory and the results of learning research are not translated into practice in the nation's public schools primarily because prospective teachers have not had appropriate opportunities for practicing such in a safe, but realistic environment. Through the technology of the interactive videodiscs such practice will be provided and the effectiveness and cost-benefits of such an approach will be evaluated. This project proposed to develop an experimental prototype course to teach the principles, skills and strategies of effective teaching within the context of different subject matter. It would incorporate videodisc and computer technology to provide a variety of situations, contexts and concepts that would allow prospective teachers to observe, interact and practice specific skills in an emotionally safe, simulated environment. The course material would be taught using the principles of effective teaching and learning theory. Use of videodisc and computer technologies would not replace interaction between student and teacher. Instead, it would allow the teacher more time to work with students on specific problems and concerns. The technology would be used to do what it can do best, namely, precisely simulate teaching situations, test the student's comprehension and provide remedial information and practice.

Plan of action

The project followed 9 basic steps or phases of study.

1. Plan the course, its goals, content, means, products, instructor's role, etc.
2. Identify the learning principles and learning types to be demonstrated from past TICOR data and from learning research.
3. Using existing tapes of actual classroom situations, identify situations where learning types are different and where learning principles were, or should have been used.
4. From #3, develop scripts that replicate real-world situations and which demonstrate examples or non-examples of learning principles and learning types.
5. Produce the situations in #4 on video and press these on videodisc.
6. Develop course materials in conjunction with the CAI/interactive video material
7. Using BYU authoring systems, create the CAI courseware in support of the discs.
8. Formatively evaluate the resulting materials and make needed changes.
9. Research the effectiveness and cost-benefits of the course. . .of this approach.

The effectiveness of this approach will be evaluated by requiring control students (from traditional methods classes) and students from the experimental group to teach lessons requiring the use of different strategies and learning principles in front of an actual class while being taped. A sophisticated, electronic observation/data collection system will be used by experts reviewing the tapes.

Results

This project hopes to produce a learning theory/methods course using interactive video that will:

1. Help teacher education students discriminate between different types of learning.
2. Help those students apply appropriate presentation strategies for each learning type.
3. Help students know when and how to apply other learning principles extracted from research.
4. Accomplish these results at the same or lower costs than present learning theory/methods courses at Brigham Young University.

Success in this project could lead to more effective teaching in the public schools, to more effective teaching in colleges of education, and might demonstrate the capabilities of newer technologies to increase effectiveness while reducing costs overall with the professionalization of the instructor's role.

CALIFORNIA STATE UNIVERSITY
San Bernardino

The Civic Education Enhancement Project (CEEP) is in the first year of the three-year project. which is designed to improve the way the university system instructs new teachers.

Problem solving/ critical thinking

Dr. Gordon Stanton, professor of education at San Bernardino, will implement the project at each of the 19 system campuses. A major goal of the project will be to encourage the modification of the university teaching process to emphasize problem solving and critical thinking rather than didactic methods of instruction for law-related education. The process will serve as an instructional model for future teachers.

Law-related

The 1985-86 school year saw the introduction of project activities on 9 campuses with an additional 10 campuses scheduled for the 1967-87 year. The target educators will be university faculty involved in the instruction of social sciences, which may include political science, history, criminal justice and pre-legal faculty, as well as those involved with educating teachers. This is an attempt to implement the chancellor's objective to have all university faculty recognize their potential impact on future teachers. The potential exists for developing techniques/strategies for infusing existing university curricula with content and method of law-related educations.

Evaluation methods are to include survey results of numbers of faculty and future teachers reached, but especially numbers and anecdotal accounts of teaching modifications made by university professors.

Products

The CEEP project has developed a student packet and instructor guide, Introduction to Law-Related Education, with additional guides Teaching With Case Studies and Basic Constitutional Concepts being developed.

Present and future dissemination methods include a newsletter, Pre-Serv-E LRE, products/publications and conference presentations. Institutional plans are for law-related education modules to be used in credential programs on all 19 SCU campuses with Civic Education Committees on each campus to monitor and promote LRE preparation for future teachers.

CUNY/BROOKLYN COLLEGE

Classical Latin

The Classics Department at Brooklyn College in cooperation with the New York City Board of Education through its office of Foreign Language Instruction, has begun to introduce the study of Latin in grades 4-7 in the city's public schools. The Latin Cornerstone Program is directed by Dr. Arlene Fromchuck, Associate Professor of Classics at Brooklyn College. The project, which is modeled on similar very succesful programs in Philadelphia and Los Angeles, developed from the belief that an early introduction to Latin can enhance English language awareness and increase verbal and reading skills while at the same time laying the foundation for the study of any romance language on the intermediate and high school levels.

Begun in 1981 as a pilot project at P.S. 152, the school neighboring the College campus, the program has been designed to introduce youngsters to some basic elements of Latin grammer and principles of work building. This is done through our audio-lingual grade school curriculum, First Latin, which focuses on the daily life of a child growing up in Rome.

Curriculum influence

The Cornersone Curriculum differs from other Latin Fles (foreign language in the elementary schools) programs throughout the nation in that it is the first significant attempt by a college to influence curriculum development and implementation in the pre-college years.

The program's strategy involves a multi-directed approach: Since 1981, 204 undergraduate Latin majors have been trained each year to participate in the pilot project at P.S. 152. These juniors and seniors, under the supervision of their Classics professor, meet with a 4th or 5th grade class 3 times a week for a period of 20-25 minutes for the entire school year.

Grants in 1983 and 1985 from FIPSE and the National Endowment for the Humanities enabled the training of 75 in-service teachers to introduce the Cornerstone Program into their grade school curricula.

Teaching

With the strong support of their principals, the 75 in-service teachers trained have been teaching approximately 2,000 New York City public school children each year since September 1983. Published results of the performance of these children on standardized reading tests have validated our belief that the teaching of Latin in a non-elitist and nonthreatening environment can significantly improve reading scores. In all instances in two separate studies, children who participated in the Cornerstone Program from the broad spectrum of the city's schools outperformed their peers on the standardized California Achievement Tests administered by the city.

Institutionalization

The grants from both NEH and FIPSE encouraged eventual institutionalization of the Cornerstone Program. From the College's perspective much has been accomplished in this area. Four graduate level courses in Classics provide for beginning and intermediate training in Latin, Etymology and Roman culture, and these courses can be applied to the M.A. in Education. A newsletter keeps past participants abreast of interesting Fles developments and techniques. The College has become a clearinghouse for information on curriculum and has begun to receive requests for qualified Latin teachers to fill Fles positions.

Implementation problem

A major problem remains. Although attention in the media has brought high visibility nationwide, the fact remains, Dr. Fromchuck states, "that our immediate goal of training in-service teachers is threatened because teachers, understandably, are unwilling to risk taking an intensive course in a subject they have long considered too rigorous without some scholarship incentive." Some help has come from the College in forms of subsidized programs, release time, and waived tuition. But the problem remains to be solved if the momentum which has developed not be stopped abruptly. The project will continue to work to solve this problem and continue to give excellent training to in-service teachers involved in the program.

CUNY/CENTER FOR ADVANCED STUDY IN EDUCATION

Retired teachers as mentors

Drs. Milton Gold and Bernadette Pepin of the Center for Advanced Study in Education (CASE) at CUNY, New York City, are the directors of the Mentor/New Teacher Project that works with training and assignment of recently retired teachers to serve as mentors for new teachers in the New York City school district with the highest attrition rates. Four significant findings from this project, so far, include: 1) value of one-to-one consultant service to new teachers; (2) enhancement of retirees' enjoyment of life; 3) continued utilization of expertise of experienced teachers; and 4) potential improvement of quality of living and learning in classrooms.

The project is developing educational and sociological evaluation instruments and a manual for replication of project and/or trai manual is projected for 1987. Future plans and hopes include anticipated adoption of the mentoring process by New York City Division of Personnel, depending on demonstration of positive results and budget support.

COLLEGE OF THE ATLANTIC

Human ecology

Dr. Peter Corcoran directs "Foundations fo Human Ecological Education" which is in its first year. The project is to support staffing and espouses to strengthen the College of the Atlantic's multidisplinary program in human ecological teacher education. Dr. Corcoran defines human ecology "as the multidisciplinary study of relationships of people and their cultural technological and natura environments. The study of human ecology see to go one step further than the philosophy that guides the transitional liberal arts edu tion. In that philosophy it is considered important to acquaint the individual with the relevant cultural context that determines the nature of the social world so that the individual can gain the capacity for intelligent and informed action. Human ecology broadens the relevant context by including the consequences of human action within the natural world, and enriches human choice and action by presenting a dynamic picture of the breathing community in which human action takes place. Our program seeks to train teachers using this integrative perspective.'

Year end status

On an informal basis, the project has received enthusiastic support for this alternative approach to professional preparation. This is also true from the local administrators and teachers, state officials and the students and students-to-be.

At the close of the first year of the project only simple quantitative measures such as number of students enrolled in the education courses were used. More thorough evaluation will be conducted later by college committees.

Presentations by the faculty members in education disseminate information about the project at national professional conferences such as the American Association for the Advancement of Science, The Conservation of Education Association, and others.

GRAMBLING STATE UNIVERSITY

Teacher preparation program validation

Dr. Johnnie R. Mills served as director for the "Teacher Education Improvement Project," a one-year FIPSE-funded project to document, validate and record the change processes and products of GSU's successful reorganization of its preservice teacher education program. Specifically, the project was to validate the effectiveness of these processes in improving student performance when implementing planned programs of change in 5 areas: Student Assessment, Faculty Development, Curriculum Revision, Instructional Development, and Program Monitoring and Evaluation. A second goal was to establish a network of institutions that share the problem of inadequate student performance in order to increase opportunities for cooperative problem solving, increase accessibility of technical assistance and to create a forum for exchanging ideas and information.

Four questions guided project work: 1) What is Grambling State University doing to improve student performance? 2) How is it different from past programs? 3) How is Grambling State University's new program different from other institutions with similar problems? and 4) What are the planned and unplanned outcomes of Grambling State University's change program.

Evaluation/dissemination

The project used a variety of data collection methods and cross-validation of project findings was facilitated through planned internal and external evaluation activities. Dissemination of the Teacher Education Improvement Project will include the traditional technical reports as well as training reports and manuals. A major report is forthcoming as the project closes out its activities.

ILLINOIS STATE UNIVERSITY

Master Teacher Model

Four professors gave their expertise to guide and implement the "Master Teacher Model Development Program." Dr. Donald Kachur, Dr. Janet Burcalow, Dr. Donald Barnes, and Dr. Charlie Moore from three different states worked together in this one-year FIPSE-funded project. The project included three major teacher preparation institutions in the Midwest and six public school districts in their respective states collaborating to develop and implement a training model for master teachers. Its primary purpose was to provide for a coterie of outstanding elementary and secondary teachers the skills and knowledge needed to assume instructional, curricular and supervisory responsibilities for their districts. In the three states, Illinois, Indiana and Iowa, where the participating universities (Illinois State University, Ball State University and the University of Northern Iowa) and school districts are located, a variety of "master teacher," "career ladder," "mentor teacher," and "team leader" plans are in early stages of implementation in the public schools.

Training model

The training model developed via each university provided master teachers knowledge and skills necessary for them to successfully perform new responsibilities assigned to them for career advancement. Developed were new forms of collaborative relationships between universities and school districts which involved the planning, training, and follow-up technical assistance to help master teachers meet their new job needs.

Evaluation

Major sources of first-hand evaluation information was gathered by means of informal and formal observations of planning committee meetings and training sessions, oral interviews, and written surveys of participants regarding project, and analysis of project documents (minutes of meetings, developed training materials, etc.) It was found that teachers preferred input to training plans, participating in learning activities based on simulated job-related problems, meeting on-site in their own districts, participating in sessions not longer than two-hours per meeting, and relating with others within own district with similar problems or concerns.

Results

Significant findings included:

1) School districts are not interested only in predetermined university courses being offered on-site to meet district needs.
2) District involvement in the planning for the instruction to be delivered by the university was found to be more relevant and more highly received by recipients.
3) Training which focused on job-related and job-embedded problems (practices over theory) were highly received.
4) Training followed by technical assistance (coaching to application) provided to teacher trainees by university instructors assured the crossing of theory to practice.
5) Outstanding teachers trained formed a core of available personnel who can be hired contractually by a university to participate in preservice teacher education activities (supervision, instructional modeling, input to curriculum and instructional design at higher education levels, etc.).

Products

Products resulting from the project include a final report of activities at each university site; videotapes, tape/slide programs, or project report or summary of training activity at each site. Dissemination of the project resulted in program presentation at the Association of Teacher Educators' Miniclinic in April 1986. In addition, joint proposals have been submitted to three associations for inclusion in their annual Spring 1987 annual conferences.

INDIANA UNIVERSITY

Dr. Anna Ochoa, Project Director for the "Internalizing Teacher Education" is in the final stages of completion for the three-year grant program. The overarching goal of this project was to strengthen the international dimensions of the elementary teacher education program (grades 1-6) at four campus locations within the Indiana University system--Bloomington, Indianapolis, South Bend and Southeast. Across the three years the project worked to internationalize 13 require courses. Its goal was to internalize these 13 courses by involving professors in the development of International Modules designed for these courses.

Specific Objectives

The more specific goals of this project were to prepare elementary teachers who

1. have improved understanding of specifie international content;
2. have had experience with individuals-groups from other cultural backgrounds; and
3. have the ability to apply critical thinking and decision-making skills to both international and instructional issues.

At the end of the three years, modules were to be completed that would reflect these goals.

Setting

The four campuses--Bloomington, Indianapolis, Southeast and South Bend--all had viable programs for the preparation of elementary teachers. They had similar structures with variations from campus to campus. The task of building relationships between these institutions was to prove challenging. By design, at least two experienced elementary school faculty from each participating campus were involved in this project each year. These faculty members were to appraise the ideas suggested by university faculty regarding course revisions and also share their classroom experiences with the university faculty. So relationships were formed not only inter-campus, but inter-school.

Strategy

This project used an infusion strategy. The strategy of adding a course that would emphasize global perspectives was deliberately rejected; first of all, the teacher education program at Indiana University was already saturated with course requirements and students had little or no room for elective courses. Second, the fate of new course requirements with a special focus is that these requirements are likely to be the first cut in times of financial constraint. Finally, the hope was to effect the thinking of as many faculty in as many courses as feasible, so that prospective teachers would experience the international dimension as a natural and pervasive part of their teacher education program

Current status

At this time, nine modules are nearing completion with the remaining four under development. The modules are being used to some extent currently. Significant findings relate to institutional changes and the process of faculty development.

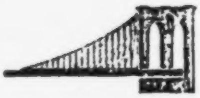
Dissemination

A number of professional organizations have been helpful in disseminating project information through their newsletters. Numerous presentations have been made (AACTE, Global Perspectives in Education, NCSS, and others). In addition, a brochure outlining the project and listing courses offered was also developed

KENYON COLLEGE

Dr. Jane Rutkoff directs "5-STEP (Student Teacher Education Program)" which is a five-year double degree program in the traditional liberal arts and teacher education. It seeks to attract qualified students at Kenyon College (and later, at other selective colleges) into pre-college teaching careers. Degrees earned are BA/MA or BA/MS combinations. Features of the project include recruitment activities, one year of teacher education in New York (at either the Bank Street College of Education or Columbia University Teachers College), and an optional post-graduate Residency in the sixth year for succesful students. Dissemination of the project is planned for November, 1986.

LONG ISLAND UNIVERSITY
The Brooklyn Center



Project status

The Hellman Academy for Mathematics and Science Teacher Education Retrainin (THA-MASTER) has developed model curricula and programs for experienced teachers who wish to retrain as teachers of mathematics or physics. It has also awarded seven grant to other universities to adapt the program on their campuses. THA-MASTER, directed by Dr. Madeline Long of the Institute for the Advancement of Mathematics and Science Education, is currently being offered at Arizona State University, Miami University, Beaver College, Trenton State College, Texas Woman' University, Western Oregon State College, ar the University of Northern Colorado. It has also been adopted by the Portland, Maine and Great Neck, Long Island School Systems.

Products developed

The project has developed syllabi, bulletins, videotapes on select lectures, evaluation tools, and readings to supplement the programs. Questionnaires, interviews, journals, pre- and post-tests were developed for evaluation purposes as well as classroom tests and teacher observation.

Dissemination

More than 15 presentations at meetings and conferences including NCTM, NSTA, AACTE, ATE, PRES; 3 published papers; presentations at universities local school districts and state education departments were used to reach a varied audience.

Further dissemination through school districts; focus on special audiences; and work to collect data and publish papers is set for the future as well as development of retraining programs in other areas.

MOUNT ALOYSIUS JUNIOR COLLEGE

Dr. Jay Garver is project director for a rural education accessibility project which incorporates the "itinerant preacher" concept.

Access problems

The low population density of the rural regions has traditionally presented a barrie to educational institutions attempting to provide post-secondary courses to their residents. MAJC has attempted to overcome this barrier by establishing off-campus centers spread throughout its rural central Pennsylvania area. While these centers have been relatively successful in reaching residents of rural areas, access problems still remain. Enrollments in courses offered at these off-campus centers have often been too low to warrant running the class at an affordable tuition rate. Efforts to combine students from two or more centers have frequently failed due to the extensive commuting distances involved.

Solution

Small rural churches face similar problems in that their congregations tend to be too small to support a minister or priest. They solve their common problem by sharing clergymen. MAJC proposes to adapt the "itinerant preacher concept" to its rural continuing education program and to integrate it with modern instructional techniques within a framework of small, localized student learner support groups. Participants will be able to enroll in specific courses or pursue an Associate Degree through the Mount's specially designed Continuing Education degree program.

The proposed system will work in the following manner: small groups of three to six students living within a reasonable commuting distance and with a common interest will be organized into Learning Teams. Meeting sites convenient to all participants will be chosen and instructors will be assigned responsibility for three groups in their academic discipline. Programmed instructional materials will be distributed to the students during the first session. Thereafter, students will meet each week and work together toward their common goal. The instructor will meet with the groups on a rotating basis, according to a prearranged schedule.

Results

This three-year project will result in the development of an alternative model for increasing post-secondary educational opportunities among isolated rural learners at an affordable cost. It will also lead to the development of programmed instructional materials geared to the needs of this population.

At this time the project is completing the first series of course offerings in which 35 students were enrolled. Of these 35 students 8 students enrolled in two courses. It is expected an additional 3 courses will be added fall term and enrollment is expected to increase.

MIDDLE CITIES EDUCATION ASSOCIATION
MICHIGAN STATE UNIVERSITY

Secondary school improvement

Dr. C. Robert Muth directs "A Project for Secondary School Improvement." This project addresses the important need to improve instructional practices and student achievement in urban secondary schools. This requires inservice training for the entire professional staff of the school in specific instructional skills that research has shown to be positively associated with student achievement. It also requires the improvement of the school learning climate as a support base for academic improvement in all classrooms of the building.

To meet these needs, Middle Cities Association presents a plan for: inservice training in the essential elements of instruction and clinical supervision (Madeline Hunter Model) for building teams from 18 districts; an inservice program to train these teams to positively impact on the learning climate in their buildings; an intensive program to train selected participants to conduct training for teachers in their own buildings and in their school districts; and an inservice program for superintendents and other central office staff to assist them in developing an organization support system to insure long-term implementation of these skills and concepts.

Evaluation

To aid in evaluation of the project, project staff, consultants, and local coaches will observe changes in participants' knowledge, understanding and ability to use specif instructional and clinical supervision skills Participants will respond to a self-assessmen inventory of their use of instructional skill at the beginning and end of each year. The ability of the school teams to assess and pla to improve school climate will be evaluated by the project's documentation of the accomplishment of specific activities. The project staff will periodically ask for feedback regarding support and improvement of policies, plans and activities. Documentation of workshop sessions and session evaluation forms will be filled out by participants.

Products

The project has developed a packet of materials for use in conjunction with the workshops, including articles and handouts. Videotapes will also be used. Dissemination plans include a report to summarize evaluation data and Dr. Muth reviewed the project last November at the FIPSE project directors meeting. There have been numerous requests for project information from interested higher education institutions.

UNIVERSITY OF NEW HAMPSHIRE

Geometry In-Service

Dr. Joan Ferrine-Mundy and Dr. Richard Balomenos are the co-directors of the "New Hampshire In-Service Geometry Program." This project was conceived in response to the New Hampshire Department of Education and the School of Administrators Association cited critical need for in-service programs in mathematics as a way of improving mathematics learning and teaching. Geometry has been identified as a major problem area, and is the major focus of this project. University faculty, state personnel and mathematics teacher leaders are to collaborate to produce a Geometry Video-Workship Program. A series of 10 videotapes and handbooks will be developed, and the mathematics teacher leaders will conduct the workshops at the local level for uncertified teachers. College credit will be available; local staff development funds will support the participants. The project is funded for 3 years.

Evaluation

Evaluation methods for the project include a preliminary questionnaire on geometry knowledge, relationship of geometry to other areas, and familiarity with research findings will be administered to all participants, along with follow-up questionnaire at the end of the program. Participants will complete a survey at every workshop for incorporation into the final revisions. Some of the workshops will be videotaped and discussed by the University of New Hampshire Mathematics Education Group.

During this first year of the project, the co-directors have found the experience of working with a team of teacher leaders to be very useful. It was clear that the teacher leaders were finding it very helpful to have time to meet with each other, to share ideas and discuss issues. Building time into their schedules has begun to allow for this very important interaction.

Dissemination

At the close of the project, there will be a series of 10 video-geometry workshops. Each workshop package will consist of: a leader's handbook, a participant's workbook, a videotape, a leader's "shopping bag" of materials, and a participant's "workshop kit".

The workshop materials will be incorporated into the University of New Hampshire's Mathematics Department's Master of Science Teachers program, as a way of reaching in-service teachers. Also, teacher leaders will retain materials and serve as resources to their own school district for offering the workshops beyond the project. The University of New Hampshire Mathematics Department will serve as a clearinghouse for the project materials, and will make them available to interested schools and individuals.

A conference will be held at the University of New Hampshire in 1988 for mathematics educators from around the country. Journal articles will be prepared for such publications as Mathematics Teacher, and the staff will report on the project to various regional meetings and conferences.

UNIVERSITY OF SANTA CLARA

Dr. Lee Mahon, Director of "Training School Board Members and Superintendents for More Effective Leadership in an Information Society," is in the final stages of closing out this project which ended August 1986.

Project development

The project was developed to provide a training program for School Board Members and Superintendents that serves to assist them in restructuring the district organizational and administrative characteristics essential to educational change. The program consisted of a series of training sessions where participants (70+ school board members and superintendents) used the elements of strategic planning to restructure the district. Elements included environmental scanning, data collections, leadership styles, managerial and curricular programs, ethics, values, etc. The project used data collected in field works and training sessions to begin the development of strategic planning training modules.

Evaluation

Formative evaluation after each session indicated a high level of participation and interaction among the school board members and superintendents. On-site evaluation and carry-over through design management information systems proved the essential process for effective evaluation.

Results

The overall results of the first phases of this project have provided school board members with a new insight in program planning and strategic planning. As a result of this project new levels of leadership evolved with board members taking on new roles in analyzing the climate of their respective districts.

Project materials

Curriculum Modules are still in process. These modules are titled: Framing a Future for Education; Evolution of Educational Programs, Policies and Practices; Effective Curriculum and Instruction; Educational Leadership and the Role of the Board and Superintendent; Strategic Planning, An Overview; Strategic Planning, How to Implement; Strategic Management and Decision Making; and, finally, The Change Process.

Dissemination will be through the Training Program itself.

SYRACUSE UNIVERSITY

Decision making via computer

Dr. Greta Morine-Derschimer, Director of the two-year, FIPSE-funded "Enhancing Teacher Decision Making Through Computer Simulations," has just concluded the first year of the project. In the Syracuse University project, a set of computer simulations are being designed to provide prospective elementary teachers with training in instructional planning. In this first year, simulations being developed dealt with involving students in decisions about grouping pupils for instruction in reading, allotting time for instruction in reading, and selecting appropriate instructional materials in reading (i.e., materials that present the appropriate level of difficulty to encourage maximum pupil achievement gains). The simulations involve prospective teachers in selecting information to be studied and making decisions based on that information. Additional information is then provided, and they are asked to reconsider their decisions. Finally, they receive feedback relative to the probable effects of their decisions on student achievement. This feedback is based on current research in teaching.

In recording their decisions, the preservice students write "memos" explaining their reasons for these decisions. The computer program stores these memos, and these are being examined for information on the reasoning and beliefs of the students. Effectiveness of the program is being tested by pre- and post-testing of an experimental and control group of students, using a Guilford test of sensitivity to problems, a factor identified as most important and relevant for planning.

Products

At the end of Year 2, a set of computer simulations will have been tested and revised These can be made available for use by other schools. The Simulation on Teacher Decision Making (STDM) program uses two programs developed earlier at Syracuse University, QUALOG and LOGLISP. At present, these programs run only on the main frame computer.

Project articles have appeared in Education Computer News, the Administrator, the Chronicle of Higher Education, and the Center for Learning Technology News--all as a result of an article published in the Syracuse University Record. These articles have generated many letters of inquiry. A proposal for presentation at the AACTE 1987 conference has been tendered.

UNIVERSITY OF ARIZONA

Project P.L.U.S. (Promoting Learning, Understanding, and Study-skills in mathematics) is under the directorship of Dr. Elias Toubassi, and is in the final year of funding.

Project goal

The goal of Project PLUS is to encourage high school students to take more math in order to keep their career options open for all University programs as well as improve the employment opportunity for those seeking jobs. Students are trained to become better independent learners and emphasis is placed on the relevance of mathematics to daily life and future careers.

Evaluation methods

Attitude questionnaires and pre/post grade comparisons were instruments used, with the results currently being compiled. Significant findings showed the effectiveness of peer tutoring, the importance of having teachers committed to the project; and the success of special enrichment math programs in the summer.

Project materials

Materials developed from the project included summer math course notes, notes on how to use the Geometry text that was in use at Rincon High School in Spring 1986, and information used as bases for presentations and disseminations.

UNIVERSITY OF VIRGINIA

A Microcomputer-Based Simulation for Teacher Training, directed by Dr. Harold Strang, Curry School of Education, is another FIPSE-funded project in the final year of work (expiration 8/31/87).

Microcomputer simulation

At the Curry School of Education, teachers-in-training are being offered the opportunity to practice effective teaching skills before they enter the real classroom. Through the use of a microcomputer simulation, participating students verbally interact with software-defined pupils who vary on fundamental attributes such as accuracy in answering questions, enthusiasm for volunteering information, and tendency to misbehave.

Research

Based on a 4-year history of research, simulation experiences were included as an integral component in both elementary and special education methods courses offered at the Curry School during the last three semesters. The training assisted students in developing proficient feedback and question-asking techniques. Computer-produced records clearly profiling the student's performance during each lesson were used in post-lesson counseling sessions to fortify the impact of the teaching experience. Both formal and informal evaluations attest to the success of the simulation training. Plans are underway to again include simulation experiences as part of methods courses offered during the Spring 1986 academic year.

Software

During the 1986-87 academic year, a software package will be available for field testing at one or two selected teacher training institutions. In addition to the programs themselves, this package will include complete instructions for implementing the simulations and the post-lesson counseling sessions. A simulations reference list is available from the project.

WHITE PLAINS PUBLIC SCHOOL DISTRICT

Undergraduate recruitment

SELECT (Search for Excellent Leaders to Enter Careers in Teaching) is directed by Dr. Saul Yanofsky. This project is designed to identify, recruit and prepare a talented group of bright and mature undergraduates for careers in public school teaching. A consortium of Westchester Community College, Pace University and the White Plains Public Schools has been formed to coordinate efforts and facilitate the transition of these candidates through the various phases of the program--from initial identification to the first few years of full-time teaching.

The project is in its first year of development (funded for three years) and is in the process of laying the groundwork for the project's goal. Through seminars and field visits potential students are encouraged to consider teaching as a career. Westchester Community College is the site for Phase I of the project, with students interested in Project SELECT completing an associate degree program before transferring to Pace University's teacher preparation program for Phase II. Phase II will be the last two years of the students' undergraduate work, after which they will graduate with a bachelor's degree and qualification for state certification in a specific subject area. The final phase of the program will continue in White Plains and other nearby school systems where support systems will be introduced to assist the new teachers in adjusting from training to the actual job of teaching. Dr. Yanofsky said that the White Plains public schools will give these teachers priority in hiring.

Dissemination

A descriptive brochure detailing the project is underway and several newspaper articles have been published. As the project progresses further more information will be disseminated.

WEST CHESTER UNIVERSITY

"Industry to Classroom" is an alternate teacher certification program for academically talented persons from business, government and the military services. In cooperation with the U.S. Department of Education and the business community, West Chester University is seeking the technical professional who, for any reason (early retirement, business merger, reduction-in-force, relocation, etc.), is considering a career change. WCU can prepare that individual to teach in as little as six months and place certified, mature teachers in the classroom. This project is directed by Dr. Jim Loftus and has just completed the final year of funding.

Products/dissemination

The project has generated much information in the form of a program brochure, a program description for corporations, a program information booklet for students, a teacher vacancy needs assessments results, as well as an external evaluation report. A newspaper ad was generated to recruit experienced math and science professionals to participate in the program.

Visitations for purposes of dissemination have included trips to Harvard University and the University of Tennessee. Informational materials were sent statewide and nationwide.

WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Dr. Judith Himes directs the "Global Interdependence and Teacher Education" project that has just ended in August.

Project description

The project was a series of three summer institutes for arts and science faculty. The first year was focused on social science faculty; the second for humanists; and the third for natural, physical and information scientists. Participants were exposed to best thinking on selected global issues as well as information on techniques and materials that reinforce use of content material in the classroom. Assistance was also given to writing a curriculum unit to be integrated into a course they teach in the sequence for certification in their field. After these units are used in classroom, a small number will be published and disseminated by the Foundation. Faculty are also encouraged to conduct follow-up workshops on their own campuses as well and each institution provides $100 per faculty member for this.

Evaluation methods

Follow-up questionnaires after summer institute and after having taught for a year were used for evaluation. Immediate questionnaires after institute led to some adjustments in format, particularly in terms of faculty willingness to address the issues of teaching international material.

Materials developed

A consortium was developed on three weekend workshops for faculty from throughout the state. A newsletter was also published. Future materials include a book of case studies by 1984 faculty participants, with subsequent books from 1985 and 1986 participants.

Dissemination

Participants have given papers at state and regional level professional meetings and were featured at workshops, with additional presentations at statewide meetings.

FOR MORE IN-DEPTH INFORMATION ON INDIVIDUAL PROJECTS, please write to the project directors at the address listed below:

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LONG ISLAND UNIVERSITY/THE BROOKLYN CENTER

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Director, Division of Education
Long Island University/Brooklyn Center
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Brooklyn, NY 11201

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East Lansing, MI 48824

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Director of Rural Education
Mount Aloysius Junior College
Cresson, PA 16630

UNIVERSITY OF NEW HAMPSHIRE

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Dr. Richard Balemenos
Department of Mathematics
University of New Hampshire
Kingsbury Hall
Durham, NH 03824

UNIVERSITY OF SANTA CLARA

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Santa Clara, CA 95053

SYRACUSE UNIVERSITY

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Syracuse, NY 13210

UNIVERSITY OF VIRGINA

Dr. Harold Strang
Department of Foundations of Education
University of Virginia
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Charlottesville, VA 22903

UNIVERSITY OF ARIZONA

Dr. Elias Toubassi
Associate Professor
Department of Mathematics
University of Arizona
Tucson, AZ 95721

****

BAYLOR COLLEGE OF MEDICINE

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BIRMINGHAM-SOUTHERN COLLEGE

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CENTRAL MICHIGAN UNIVERSITY

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Department of Biology
Central Michigan University
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Mt. Pleasant, MI 48859

WEST CHESTER STATE COLLEGE

Dr. Jim Loftus
Industry to Classroom
West Chester State College
West Chester, PA 19383

WHITE PLAINS CITY SCHOOL DISTRICT

Dr. Saul M. Yanofsky
Special Assistant to the Superintendent
White Plains Public Schools
5 Homeside Lane
White Plains, NY 10605

WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Dr. Judith Himes
Woodrow Wilson National Fellowship
Foundation
P.O. Box 642
Princeton, NY 08540

****

CHARLESTON HIGHER EDUCATION CONSORTIUM

Dr. Sabra Slaughter
CHEC
Medical University of South Carolina
171 Ashley Avenue
Charleston, SC 29424

UNIVERSITY OF MASSACHUSETTS

Dr. Klaus Schultz
University of Massachusetts
230 Furcolo Hall
Amherst, MA 01003

SAN DIEGO STATE UNIVERSITY

Dr. Richard Pacheco, Project Director
College of Education
San Diego State University
San Diego, CA 92182

SOUTHERN REGIONAL EDUCATION BOARD

Dr. W. C. Brown, Director
Institute for Higher Education Opportunit
Southern Regional Education Board
1340 Spring Street, N.W.
Atlanta, GA 30309

Thank you for contributing to this first newsletter. Please use the following form to share your reactions and ideas with us so that we might better meet your needs.

We look forward to meeting you at the fall meetings. Thank you for all your assistance.

Sincerely,

Mary P. Hoy
Mary P. Hoy, Ph.D.
Assistant Dean
College of Education
Iowa State University
Ames, IA 50011

Donna J. Merkley
Donna J. Merkley, Ph.D.
Assistant Professor
College of Education
Iowa State University
Ames, IA 50011

Return to: Teacher on Television Project
Iowa State University
N108 Lagomarcino Hall
Ames, IA 50011

ATTN: FIPSE Teacher Education
Project Newsletter

1. Next topic ____________________

2. Format suggestions ____________________

3. How often should we circulate? ____ Quarterly ____ Biannually ____ Annually

4. I can contribute the following:

____ information

____ article

____ services

Optional

Name ____________________

Address ____________________
____

Thank you for your support.

APPENDIX Q. TEACHERS ON TELEVISION INFORMATIONAL BROCHURES

TEACHERS ON TELEVISION

An invitation to subscribe

418

TEACHERS ON TELEVISION

Teachers on Television (TOT) provides observation opportunities with *live* broadcasts, enhancing clinical experiences for elementary preservice teachers.

Clinical Observation

TOT utilizes television technology for observing live classroom interactions in an unobtrusive manner.

Now, without leaving campus, preservice teachers can benefit from 80 hours of live classroom observation. This program:

- **eliminates travel time for observation**
- **eliminates travel costs for observation**
- **reduces supervision costs for observation**

With TOT, observers can discuss live classroom interactions as they occur, without disrupting the classroom. A wide variety of topics can be discussed, including:

- instructional methodology
- classroom environment
- curriculum implementation
- observation techniques

A facilitator at the ISU site controls the pedestal-mounted camera, the ceiling and lapel microphones, and provides commentary on the live proceedings. The last half-hour of each broadcast week features a seminar with the classroom teacher reviewing the week and responding to questions from observers.

TOT provides observation with a variety of:

- locations (urban, metropolitan, rural)
- grade levels (1-8)
- curriculum content (reading, language arts, science, social studies, mathematics)
- teaching styles
- classroom types (regular, special education)

Prior to each five-day broadcast sequence, institutions will receive a description of the broadcast school, students, curriculum, and lesson plans.

Coursework materials for teaching observation techniques are available to supplement current curriculum.

To participate in the TOT program subscribing institutions will need:

- a C-band downlink dish
- area equipped to receive the broadcast signal on either standard TV monitors or large screen projection system
- access to a telephone for communication with the TOT project.

Teachers on Television
College of Education
N108 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011
(515) 294-1915

Yes! I am interested in the *Teachers on Television* program. Please:

_______ Send me a contract.
_______ Have someone call me.
_______ Send me more information.

Name (title) ______________________________

Institution ______________________________

Address ______________________________

____

Phone number ______________________________

P-425

No postage
necessary
if mailed
in the
United States

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 675 AMES, IOWA

Postage will be paid by addressee

Iowa State University
ISU Mail Center
Ames, Iowa 50011-9986

422

423

TEACHER
on Television

Teacher on Television at Iowa State University

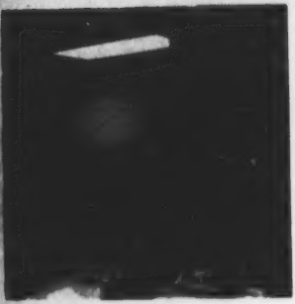
The College of Education at Iowa State University (ISU) in cooperation with four central Iowa school districts is utilizing the technology of television as an avenue for preservice teachers to observe teaching and learning activities in elementary schools. *Live* broadcasts from 10 classrooms in four diverse school districts are transmitted to an observation center at ISU.

This collaborative arrangement benefits both the local districts and the university. Departmental program requirements have placed greater emphasis on classroom field experience. To accommodate these needs, initial clinical experiences occur via *live* television, thus eliminating the time and cost of students traveling to the local classroom as well as eliminating disruptions caused by observers. This model provides observers an opportunity to discuss a variety of instructional skills and student/teacher interactions as they occur in varied settings.

Project Objectives

The Teacher on Television (TOT) Project has the following objectives:

- To provide preservice teachers with observations from rural, urban, and metropolitan schools featuring a diversity in teaching style as well as diverse student cultural and learning characteristics.
- To teach the techniques of observation to preservice teachers.
- To create a consortium of teacher education institutions with an interest in sharing broadcasts through "uplink."



Diverse Settings

Teacher on Television provides observations from 10 rural, urban, and metropolitan classrooms. This allows preservice teachers to observe different settings and student populations as well as diverse teaching styles. Since the entire school day is broadcast live over the period of one week, preservice teachers have observation opportunities with the various disciplines of the teacher education program, special education, reading, mathematics, science, and social studies.

Techniques of Observation

The module "Observation: Key to Experiential Learning" is designed to be integrated into the scope and sequence of the initial Elementary Education methods course, "Strategies of Teaching." The module focuses on providing preservice teachers with skills in observing for the following components:

- classroom setting
- use of resources
- student involvement
- instructional sequence
- motivational techniques
- communication
- questioning techniques
- management techniques
- exceptionalities

Students are given instruction and guided practice in various techniques of observational data collection in order to summarize module components. Students then utilize the TOT observation lab for independent practice in observation.

Consortium of Teacher Preparation Institutions

The TOT program can be "uplinked" to a telecommunication satellite for transmission to any teacher preparation institution in the United States. Specific broadcast schedules negotiated, in advance, with the televised school, Iowa State University, and a consortium member can provide consortium members with diverse observation experiences. Uplinked transmissions are scheduled for fall of 1987.

Implications for Teacher Education

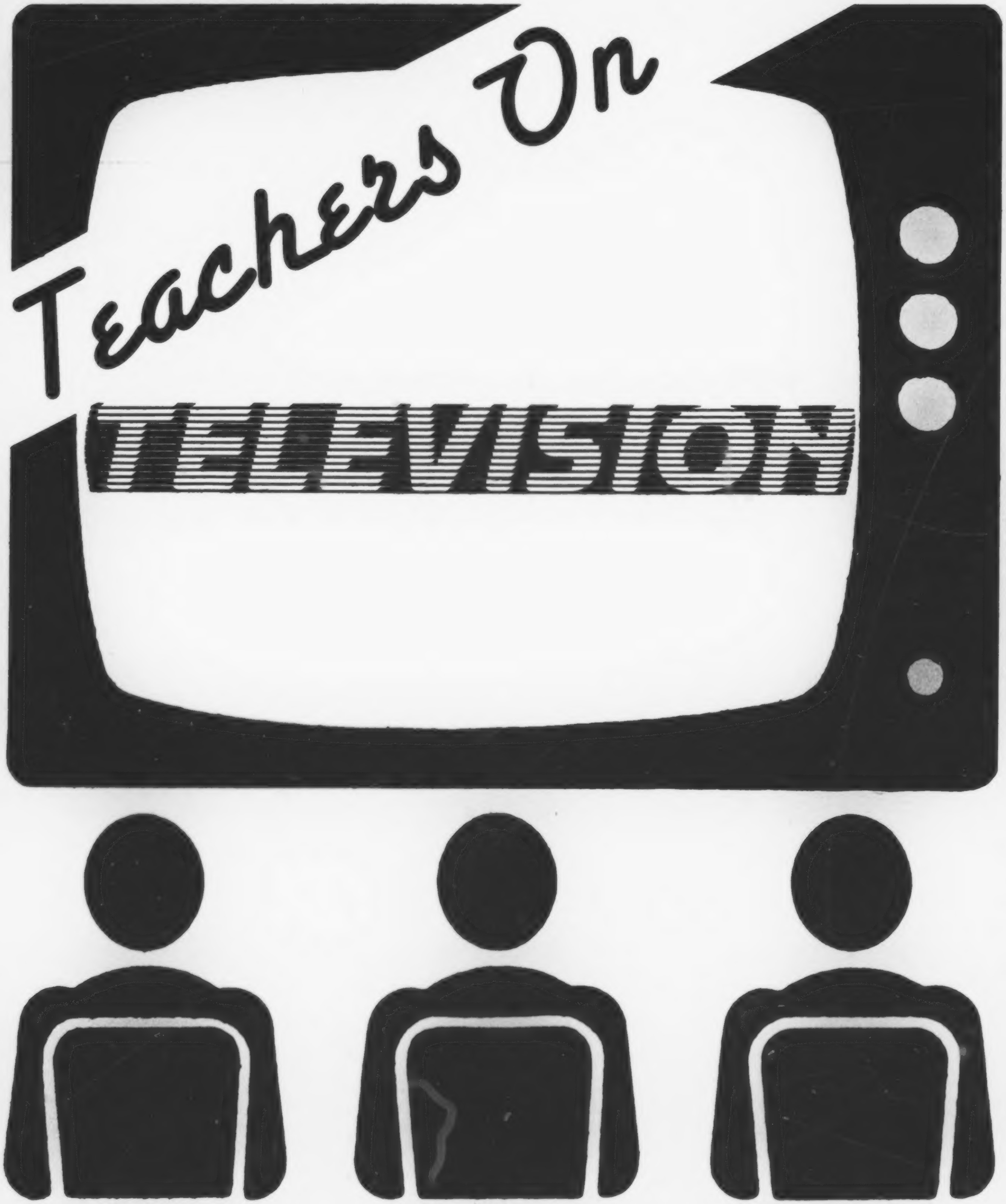
TOT offers a unique opportunity for practitioners and university personnel to collaborate with a common instructional purpose for preservice teacher preparation. University teaching faculty include a continuous, live observation component, allowing teacher education students the opportunity to observe lessons in diverse settings under the tutelage of an instructor who highlights, emphasizes, and discusses specific aspects of the instruction.

In addition to the instructional benefits, implementation of TOT addresses the chronic problems that accompany classroom visitations by preservice teachers for direct observation. By using TOT, scheduling observation visitations has been reduced. Travel time and costs are reduced, and the disruptive effects of audience on children's behavior are diminished.

The protocol of the project offers exciting possibilities for teacher in-service, school/home communications, and research and evaluation. Uplink to-satellite transmission will allow other teacher preparation institutions the opportunity to participate and coordinate observation experiences with ISU. Moreover, at a time when the effectiveness of our education system is challenged, the project stands as an example of cooperation between schools and the university in teacher preparation.

The Teacher on Television program is funded by the Fund for the Improvement of Post Secondary Education #G008541035 and the College of Education, Iowa State University, Ames, Iowa.

Iowa State University presents



"Teachers On Television has become an important part of I.S.U.'s clinical observation experiences, and we look forward to the opportunity to coordinate satellite transmissions of the broadcasts to other teacher preparation programs across the nation."

Virgil S. Lagomarcino, Dean
College of Education
Iowa State University
Ames, IA

Teachers On TELEVISION

"Teachers On Television not only provides live-broadcast observations, but also offers our university exciting possibilities for the future (i.e. teacher in-service, school/home communication). I wholeheartedly endorse this concept."

Dr. Harry J. Hadley
Dean of Teacher Education
Fairmont State University
Fairmont, West Virginia

"Subscribing to Teachers On Television puts our university in touch with today's utilization of satellite technology. Imagine the benefits of allowing preservice teachers to observe live broadcasts from rural, urban, and metropolitan classrooms."

Dr. Charles Ryan
Indiana University of Pennsylvania
Indiana, Pennsylvania

"Teachers On Television, literally, will pay for itself by reducing our university's travel and supervision costs for traditional classroom observation programs. For example, if a class of 25 students utilizes TOT for one semester, the cost is only $1.00 per student per hour. Now, that is cost effective!"

Dr. Larry Marrs
Dean of Education
Western Washington University
Bellingham, Washington

Teachers On Television provides:

1. **80 hours of *live* broadcasts per semester:** 2 hours/day, 5 days/week, 8 weeks/semester to any teacher preparation institute in the U.S.
2. **Observations from rural, urban, and metropolitan classes:** I.S.U.'s cameras operate in regular and special education classes from first through eighth grades covering all curriculum areas.
3. **Eight half-hour seminars with classroom teachers:** The last half-hour of each broadcast week teachers review the week and respond to questions from observers.
4. **Weekly packets of informative materials:** Includes descriptions of the broadcast school, students, curriculum, lesson plans, samples of teacher-prepared materials, and copies of actual student products.
5. **Coursework materials for teaching observation techniques:** A comprehensive module for structured observations includes readings and observation sheets.

Subscribe to Teachers On Television today!

Costs: $2,000 per semester or
$3,500 for two semesters (save $500)

NOTE: Subscribing institutions will need a C-Band downlink dish, a classroom equipped to receive the broadcast signal on either standard TV monitors or large screen projection systems and access to a telephone for communication with TOT.

For more information, contact:

TEACHERS ON TELEVISION
Project Director
N108 Lagomarcino Hall
Iowa State University
Ames, Iowa
515/294-1915

APPENDIX R. Teachers On Television Promotional Videotape

Videotape available. One tape is on file with the original final copy in the Fund for the Improvement of Post Secondary Education office.

APPENDIX S. 1987 DISTINGUISHED PROGRAM IN TEACHER EDUCATION AWARD

Iowa State University *of Science and Technology* *Ames, Iowa 50011*

Office of the Dean
College of Education

October 27, 1986

Sara Dawn Smith, Chair of the Selection Panel
Department of Curriculum and Instruction in
Multicultural Teacher Education
University of New Mexico
Albuquerque, New Mexico 87111

Dear Dr. Smith:

Enclosed is our entry for the Distinguished Program in Teacher Education award. This program has been jointly developed, implemented and evaluated by us or our designees. We are pleased to recommend the Teacher on Television program for your review.

Sincerely,

Virgil S. Lagomarcino
Dr. Virgil S. Lagomarcino
Dean, College of Education
Iowa State University

Luther Kiser
Dr. Luther Kiser
Assistant Superintendent
Ames Public Schools

Dr. Donald Brubaker
Executive Director of Elementary Ed.
Des Moines Public Schools

James V. Walker
Mr. James Walker
Principal, Milford Middle School
Nevada Public Schools

Ken Frazier
Mr. Ken Frazier
Superintendent
United Community Schools, Boone

Dale Hendricks
Mr. Dale Hendricks
Superintendent
Roland-Story Community Schools

ENTRY FOR THE
1987 DISTINGUISHED PROGRAM IN TEACHER EDUCATION AWARD

TEACHER ON TELEVISION

Submitted by:

Virgil S. Lagomarcino
Dean, College of Education
Iowa State University
Ames, Iowa 50011

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DISTINGUISHED PROGRAM IN TEACHER EDUCATION

ASSOCIATION OF TEACHER EDUCATION

A. APPLICATION COVER SHEET

NAME OF PROGRAM: Teacher on Television

FULL LEGAL NAMES OF INSTITUTIONS INVOLVED:

Iowa State University, Ames Community School District, Des Moines Community School District, Nevada School District, Roland-Story Community Schools, and United Community of Boone

CITY AND STATE: Ames, Des Moines, Nevada, Story City, Boone, Iowa

LEVELS AND NUMBER OF FACULTY AND STUDENTS INVOLVED (UNDERGRADUATE, GRADUATE, ELEMENTARY, SECONDARY - LIST ALL DESCRIPTIONS THAT APPLY):

Undergraduates - 806; Faculty - 23; Graduate Students - 4; Elementary Students approximately 500; Public School Faculty - 13

HOW MANY SCHOOLS/SCHOOL DISTRICTS ARE INVOLVED? 11 Schools, 5 School Districts

HOW MANY COLLEGES OR UNIVERSITIES? 1 University

HOW MANY YEARS HAS THIS BEEN OPERATIONAL? Four years

TARGET AREA FOR PROGRAM (INNER-CITY, URBAN, SURURBAN, RURAL): Urban, Suburban, Rural

FUNDING FOR PROGRAM (GRANT, EXTERNAL, COLLABORATIVE WITH BOTH CONTRIBUTING): Funding internal/Fund for the Improvement of Post Secondary Education (FIPSE)

NAME/TITLE OF TEACHER EDUCATION PROGRAM DIRECTOR:
Virgil S. Lagomarcino, Dean

ADDRESS: College of Education, E265 Lagomarcino Hall, Iowa State University, Ames, Iowa 50011

TELEPHONE: (515) 294-7000

B. SUMMARY STATEMENT

The College of Education at Iowa State University (ISU), in cooperation with five central Iowa school districts, is utilizing the technology of live television as an avenue for preservice teachers to observe teaching and learning activities in elementary schools. In response to state and national calls for reform, Iowa State University, in collaboration with local school districts, addressed these identified needs:

1. the need to increase preservice teachers' clinical experiences,
2. the need for early observation experiences,
3. the need to involve collaboratively public school teachers in teacher preparation, and
4. the need for preservice teachers to have experiences with parents.

To accommodate these needs, initial clinical experiences occur via live television, thus eliminating the time and cost of students traveling to the local classroom as well as eliminating disruptions caused by observers. This model provides observers an opportunity to discuss instructional skills and student/teacher interactions in a variety of settings. In addition to positive public relations, local schools and cooperating teachers receive university library privileges, stipends and collaborator rank.

TOT has developed from a one-classroom pilot project four years ago into a major program funded by the U.S. Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE). Plans are being developed to provide satellite uplink of live broadcasts, from a variety of school classroom settings to teacher preparation institutions around the country. The first uplink demonstration will occur November 14, 1986 to Atlanta, Georgia. Observers from other teacher preparation programs located across the country are indicating a desire to observe the demonstration.

C. PROGRAM GOALS AND OBJECTIVES

The Teacher on Television Program (TOT) was conceived in response to ISU College of Education needs to enrich its clinical experience as well as growing state and national concern for developing observation skills in teacher preparation. The elementary teacher education curriculum, which includes a twenty-four credit (semester) hour content preparation, is infused with TOT clinical experiences reflecting the philosophy that teacher preparation is a professional growth model. The TOT Program encompasses the following goal and objectives:

Goal: To implement a model which reflects the importance of disciplinary diversity and depth in teaching, which communicates high professional norms, and which extends and refines students' observational and analytical skills.

Objectives:

1. to coordinate with school districts in identifying exemplary classrooms in rural, urban and suburban sites so that preservice teachers may experience teaching excellence.
2. to establish an environment which fosters cooperation between, and among, both university-based and school-based faculty responsible for educating teachers.
3. to provide varied clinical experiences designed to improve students' observation skills which are systematically interspersed throughout the teacher preparation program.
4. to foster an atmosphere of inquiry in the teacher preparation program as well as adherence to instructional alternatives when working with children.

D. TOT PROGRAM OVERVIEW AND DESCRIPTION

Several topics have been addressed in order to implement the preceding goals and objectives.

A screening process ensured that the broadcast teachers were outstanding professionals representing a variety of experience and background. Building principals were asked to identify teachers that might be interested in broadcast participation and who exhibited exemplary teaching skills which included:

- creating a positive classroom environment conducive to learning.
- utilizing appropriate teaching resources and instructional sequence.
- displaying well-developed communication skills including questioning techniques, and
- displaying effective management techniques.

University personnel met with potential broadcast teachers to discuss the project goals and objectives as well as the benefits and responsibilities of participation. The televised classrooms provide observation opportunities from regular and special education classrooms, first grade through eighth grade in a variety of settings.

The participating teacher contracts to broadcast five consecutive days each semester. Seminars with broadcast teachers can be scheduled for ISU students and faculty to discuss observation events. Through the TOT model, the university teaching faculty is, therefore, expanded by thirteen practicing teachers.

The public school classrooms are equipped with several ceiling microphones and a pedestal-mounted camera with capabilities for pan, tilt, and zoom operated from the campus observation center. The mixed audio/visual signal from the broadcast classroom is transmitted to a microwave link between the school and ISU. The live classroom proceedings are broadcast from 8:45 a.m. to 3:00 p.m. to the campus observation center on 50 designated days each semester.

Public school and university personnel meet prior to broadcasting to review project objectives and general operating procedures. District curriculum goals, textbooks, a schedule of teacher's tentative lesson plans for the five-day broadcast, as well as sample children's work, are made available in the ISU observation center. A university instructor, serving as a facilitator in the observation center, is responsible for operating the camera and for:

1. discussing the televised classroom events and teaching strategies with preservice teachers as they occur,
2. interpreting televised classroom activities and classroom procedures for observing parents and visitors, and
3. maintaining communications with the televised classroom teacher during the broadcast week concerning lesson plans and special activities.

The facilitator's presence has been a key factor in maintaining an atmosphere of inquiry among observers as well as recognition of alternative teaching strategies.

Student viewing at the observation center, accomplished as their schedules permit, is generally guided by assignments from ISU education faculty, although additional unrequired observations are completed by students during various segments of the broadcast day. It is important to note that these five consecutive-day broadcasts allow students to observe lessons unfolding over time, monitor children's behavior and teacher follow-up.

Since the complex and unpredictable nature of the classroom requires that teachers develop sophisticated observation skills, the TOT program is supported by an observation module infused into preservice teachers' initial teaching methods course. The observation module focuses on providing preservice teachers with skills in observing for the following components:

classroom setting
motivation techniques
student involvement
management techniques
instructional sequence
questioning techniques
nonverbal communication

The module is infused into the preservice teachers' initial teaching methods course in the following manner:

1. Purposes of observation in education and the theoretical base for the module components are presented in a large class setting with practice observation for each module component via existing videotaped segments.
2. Assigned readings from the textbook and journal articles supplement the theory presented in the large class setting.
3. The TOT broadcasts serve as a practicum or lab to apply observation learnings. The instructor coordinates observation assignments with the TOT facilitator. The facilitator is, therefore, able to reinforce, as the students observe, those concepts presented and practiced in

class. Because ISU faculty are given the TOT broadcast schedule for the academic year, specific observation assignments can be integrated into methods courses. These assignments reinforce methods concepts as well as extend and refine students' observation skills addressed in the initial teaching methods course.

E. THE PROCESS OF PROGRAM IMPLEMENTATION

Conceptualization

The concept of a "window on the classroom" was explored for several years by the College of Education administrators. In March, 1982, the idea was transformed into a plan of action. Utilizing the services and equipment of WOI-TV (a university-owned commercial station) and the college's Instructional Resources Center, a pilot broadcast was planned in cooperation with the Ames Public Schools. The site, Gertrude Fellows Elementary School in Ames, Iowa, was selected due to its proximity to ISU and transmission potential. The school principal was contacted and asked to select a teacher to participate.

Pilot activities were planned in conjunction with the selected teacher. A camera, on a tripod, was placed near the discussion center in the second grade classroom. A single microphone was suspended above the discussion area. Live broadcast via microwave transmission to the College of Education occurred for parts of two school days.

At ISU, faculty in the Department of Elementary Education were encouraged to bring students to the viewing site where the broadcast was seen on a 21" TV receiver. Following the broadcast, faculty evaluated the potential of this technique to provide observation experiences.

At this early stage, formative evaluation by ISU students, faculty, public school and media personnel provided guidance for future development. Although modifications in the audio reception, ability to control the camera, as well as the disturbing influence of the camera located adjacent to the children were necessary, it was apparent the model had much potential. Within months, a departmental committee (TOT Committee) was formed to: 1) suggest pedogogical uses of the broadcast, and 2) implement the project.

Pilot Phase

The TOT Committee surveyed the faculty in the Department of Elementary Education to ascertain their interests and needs for viewing classrooms. Faculty identified 24 areas of needed information about the classrooms and eight specific viewing conditions. The TOT Committee met with the principal and teacher to enhance communication and resolve programmatic concerns. Initial benefits of this close association included: 1) a reduction in the numbers of beginning preservice teachers requiring on-site observation experiences, 2) a reciprocity between university faculty and the Ames public school teachers, and 3) an opportunity for parents of children in broadcast rooms to observe classroom proceedings.

Equipment was purchased by the College of Education and permanent wiring was installed at Fellows School. A camera was mounted on a pedestal in a base unit which was located at the side of the room. Additional microphones were suspended. Both audio and video signals were then sent via microwave to ISU. The camera, controlled from a panel in the observation room at ISU via telephone, allowed for panning the room and zooming in on or away from a target. These technical advances created a picture that was closer to broadcast quality, and one that allowed ISU students the opportunity to see and hear the entire classroom.

The first ongoing broadcasts occurred for 15 days interspersed throughout the spring semester 1983. The TOT Committee realized the need for someone to monitor the broadcasts and to control the camera at ISU. ISU students, viewing the broadcasts on a drop-in basis, were reluctant to use the camera control panel therefore missing many excellent viewing experiences when the camera was focused on another target. Although the drop-in basis was desirable, observers were at a disadvantage if arriving in the middle of a lesson. Furthermore, the inexperience of the student observers increased the possibility that misinterpretation of classroom events might occur. It was determined that a faculty facilitator was required to address the aforementioned disadvantages in the observation experience.

University Grant (Instructional Development Grant)

A $1,000 Instructional Development Grant was provided by ISU for 1983-84 to hire a facilitator to enhance the instructional benefits of viewing a televised classroom. The facilitator controlled the camera, helped ISU students focus on relevant happenings and assisted ISU students to interact with parents of participating children.

In 1983-84, the College of Education contract with the Ames Public Schools allowed for 20 days of broadcast each semester. During fall semester, all 20 telecasts originated in the same second grade classroom. Students and faculty requested the opportunity to view other elementary levels; and in the spring of 1985, broadcasting was expanded to four classrooms. A variety of student ages and teaching styles were presented: a talented and gifted kindergarten program, a second grade and two departmentalized fifth grade classes.

External Funding (FIPSE)

As a result of experience with the project, it became apparent that ISU students needed to view rural, urban and special classrooms. A proposal addressing the expanded objectives was submitted to the Fund for the Improvement of Post Secondary Education (FIPSE). The project was funded to create additional viewing sites and to develop materials to teach preservice teachers to observe the learning environment.

The three-year FIPSE-funded project began in the fall of 1985. Since 1986 thirteen classrooms from five school districts have been broadcast live to the ISU teacher preparation program. The thirteen classrooms range from first to eighth grade, with one classroom of mentally retarded children, and one multicategorical resource room. The project staff, in cooperation with local administrators and teachers, discuss technical and pedagogical concerns and plan the broadcast schedule. Participating teachers contribute materials, lesson plans and serve as collaborators on the College of Education faculty. Special events that have been broadcast include the first week of school, parent-teacher conferences and outside speakers in a classroom. In addition to observation experiences in students' initial methods course, Elementary Education faculty continue to infuse TOT observation requirements throughout the teacher preparation program.

Uplink

Communications with other teacher preparation programs highlight the need universally for clinical alternatives with growing emphasis on improving observation skills of students in teacher preparation programs. Because ISU owns an uplink to satellite, the transmission of the project nationwide is now possible. On November 14, 1986, the first live uplink will be broadcast to a professional conference in Atlanta, Georgia. Institutions nationwide have received advance notice so they might experience the broadcast directly. Additional collaborative arrangements among teacher preparation institutions are being explored.

F. THE EVALUATION DESIGN AND METHODS OF ANALYSIS

Evaluation of the Teacher on Television (TOT) program has consisted of four phases: 1) needs assessments, 2) program planning, 3) formative evaluation, and 4) summative evaluation. A needs assessment was informally conducted at several junctures in the program's development. Initially, students and faculty in Elementary Education were queried regarding their initial impressions following the two-day pilot broadcast.

A second needs assessment was conducted during 1984-85 when faculty in Elementary Education were questioned regarding their needs in observation techniques and their perceptions of the need for observational training for ISU students. Additionally, representatives from teacher preparation institutions were surveyed to ascertain what those institutions were providing in observation skills development for students. At the AACTE Meeting in Denver, Colorado in 1985, representatives from numerous institutions responded to a questionnaire concerning observation training in teacher preparation.

In phase two of evaluation, results of the needs assessment activities were utilized in program planning for TOT. Faculty, students, and administrators at Iowa State University, working in collaboration with teachers and administrators from five area schools, developed the TOT program to meet the project goals. Program planning was guided by special observation requests by ISU faculty and students; by meetings of Iowa State University personnel and area school administrators to discuss potential options; and by working directly with the teachers in the public schools. Devising schedules of broadcasts to meet effectively the needs of ISU faculty and students for consistent observations and maintaining the integrity of the broadcast school and minimizing stress to the teachers and students were high priorities.

Formative evaluation was the third phase of the project's evaluation plan. The process required monitoring of all program activities to collect data for program improvement. Specifically, formative evaluation activities focused on the following major areas:

1. The technical quality of the broadcasts.
2. The provision of a variety of classrooms.
3. The effects of broadcasts on participating teachers and children.
4. The success in teaching observational techniques.
5. The ability to focus on instructional alternatives.
6. The cost effectiveness of the program.

Summative evaluation has focused on the total impact of the program during the different stages of development. Because of the longitudinal nature of the program, the summative evaluation procedures are revised as major steps are completed.

The summative program evaluation includes evaluation data pre- and post-treatment (observations with the teaching of observation techniques) and a follow-up of one-year program graduates. The university conducts an annual evaluation of graduates of the teacher preparation program one and five years after graduation. Since the program has been operative for parts of four years, no five-year data are available.

G. RESULTS OF THE EVALUATION

Needs Assessment

In Spring, 1982, faculty in Elementary Education were encouraged to participate, along with their students, in the pilot broadcast from a second grade classroom. Following those two days of broadcasts, faculty were invited to submit their evaluations of the prototype to the Departmental Chairman. The results of those evaluations demonstrated the following:

1. Students and faculty felt there was potential value in live broadcast from elementary classrooms.
2. The technical quality needed improvement in audio, video, and camera control.
3. A less obtrusive camera location was crucial.
4. The need for a program coordinator or committee was indicated.

As a result, a departmental committee was appointed with the following charge:

1. to suggest uses of the TOT for methods and orientation classes, and
2. to implement the project.

The committee identified four ways to respond to the above objectives:

1. determine faculty needs and interests,
2. research existing live broadcast programs,
3. collect data from students who observed, and

4. seek additional funding.

Faculty needs and interests were obtained through a free response questionnaire during October, 1982. Twenty-four areas of desired information about the TOT classroom were identified. Eight specific viewing conditions were requested.

The TOT Committee met with the principal of Fellows School and the participating "Teacher on Television" prior to broadcasting to enhance collaboration between the public school and the University. Parents of students in the participating class were sent letters informing them of the project with an invitation to visit the observation room on campus. A number of parents accepted the invitation.

Lesson plans and children's work were brought from the participating classroom to the ISU observation room. Copies of instructional materials were obtained from the publishers. Information forms were put in the observation room to collect data from the observers. These information forms were periodically reviewed and summarized to assist in decision making regarding observation requirements.

Throughout the planning and implementation phases of this first year, the committee expressed a desire for a facilitator in the observation site. With this need in mind, the committee prepared a proposal for an ISU Instructional Grant. Funding was received and a part-time facilitator was hired for the broadcast hours, 1983-84. A pilot questionnaire was developed to collect baseline attitudinal information from the students who observed Spring, 1983.

Using the data from this needs assessment, the committee recommended the following:

1. Increase the number of broadcast days.
2. Install cameras in two or more classrooms.
3. Broadcast from a minimum of four classrooms per year.
4. Broadcast at least one mental disabilities classroom per semester.
5. Obtain permission to videotape selected lessons.
6. Equip the observation site with a bulletin board, permanent data collection desk, bookshelves, and permanent sign.
7. Seek additional funding for project expansion.
8. Purchase additional relevant curriculum materials.
9. Explore the feasibility of creating a college "observation" course.

To facilitate the needs assessment, an ERIC search and Bibliographic Retrieval Services, Inc. (BRS) were conducted. This produced 65 citations, none of which described a similar project.

To validate further the need for the observation component in teacher education programs, two surveys were conducted in 1985. Ten undergraduate teacher preparation programs were surveyed by telephone. Respondents were asked to describe specifically how their programs taught observation techniques and to describe the types of observation experiences provided to their students. Finally, the TOT program was briefly described and respondents were asked if they might be interested in the model. A similar written survey was completed by respondents representing 31 teacher preparation institutions at the AACTE meeting in Denver, Colorado, March, 1985.

Results of these surveys provided the following insights:

1. no other institution could be found that provided live broadcast observation;
2. all teacher preparation programs recognized a need for observational training;
3. most teacher preparation programs relied on informal instruction in introductory psychology classes to provide knowledge and skills in observation techniques.

Faculty respondents at ISU replied to a written survey requesting information concerning:

1. their undergraduate preparation in observation.
2. what observation techniques they felt ISU students should be taught.
3. what observation inservice they required.

Results of the survey (N=10) indicated that only four had received undergraduate instruction in observation, six suggested content improvement for observation skills for undergraduate students, and two had specific requests for the content of observational inservice. Seven respondents presented suggestions incorporated into the program development.

Program Planning

Students and faculty have provided program planning ideas from the inception of the project. Their suggestions provided input for needs assessments and program planning. Representatives from the College of Education in collaboration with school administrators and interested teachers developed contractual agreements among the area schools and Iowa State University; devised broadcast specifications, i.e., length of day, number of days, sequence of days, and broadcast schedules; and articulated special materials, requests or interests to make each broadcast beneficial to all participants.

Program planning activities, vital to implementation, continue to occur on a regular basis. The TOT facilitator meets with the broadcast teacher prior to the broadcast sequence to obtain materials, gather pertinent information and to discuss University objectives. Immediately following the broadcast sequence, a follow-up session is held with the teacher to evaluate the broadcast, student observations, and classroom participants' feelings. In addition, program directors meet with teachers and administrators in each school district twice each semester to further plan for program developments. A recent outcome of one of these meetings was a teacher's request to broadcast a parent-teacher conferencing session. This contribution to the teacher preparation program was initiated from the field and demonstrates the truly collaborative nature of this project.

Scheduling broadcast dates requires coordination among all affected parties with careful analysis of university calendars, individual school district calendars and participating teacher needs. A final schedule represents all teachers' preferences, their curriculum activities and the university program and calendar requirements.

The technical aspects of the project also have required cooperative efforts among several university departments, telecommunication companies and the school districts. Technical expertise has been provided by WOI-TV (a university-owned commercial TV station) in concert with ISU Media Resources and the College of Education's Instructional Resources Center. Continued efforts to upgrade broadcast quality necessitates the modification of equipment and experimentation with new techniques. A prototypical wireless microphone is currently being tested to improve audio quality. A two-camera system for the broadcast room will be tested to improve the video flexibility. The planning assessment continues on a regular basis, responding to new ideas, techniques and needs.

Formative Evaluation

Numerous concerns have been addressed during formative evaluations. Data have been collected through written critiques by students and faculty, as well as oral responses by students, faculty, administrators, parents, and project teachers. The results of the evaluations form the basis for many of the program modifications adopted and for those proposed for the future. Specifically, this section will address those areas delineated in Section F, the cost effectiveness, and the number of students and faculty involved.

1. Technical Quality of Broadcast

The video quality has been enhanced by providing a remote-controlled camera equipped with pan, tilt and zoom capabilities. A two-camera system will be tested soon to provide more viewing flexibility with minimum classroom disturbance. A special modification was recently installed on the camera to muffle the hum of the panning motor thus nearly eliminating the distracting noise in the classroom.

The audio quality has been subjected to numerous modifications during the course of the project. Additional microphones have been installed in each classroom to enhance the audio. A prototype of a wireless microphone provides clear audio reception of the teacher from all points in the classroom. One school district has contributed carpets for the classroom floors to muffle furniture sounds. Draperies on the windows appear to augment the audio quality. Negotiations are currently underway to consult with an acoustical expert to determine further classroom modifications to improve the audio quality.

Overall broadcast quality has been enhanced through amplifiers and other technical modifications at the receiving site. Back-up technical systems have been installed to facilitate broadcast quality and to insure continued compliance with FCC regulations.

The observation room has been modified throughout the project to enhance the quality of the observation experience. Further anticipated modifications are: improved seating, additional display areas and an improved video projection system.

2. Provision for a Variety of Classrooms

Table G.1 displays the demographic information regarding the broadcast sites. These sites were selected based upon the expressed needs of ISU faculty and students, the census information available, the willingness of the public schools to participate, the identification and willingness of examplary teachers to participate, and the technical feasibility for broadcast.

Collaborative activities between the public school districts and the university resulted in the offering of a parent-teacher conference session broadcast. This session would normally not have been a part of the instructional broadcast sequence.

3. Effects on Participating Teachers and Students

Concerns for individual privacy and autonomy within the classroom have been major factors since the program's inception. The Iowa State University Human Subjects Committee has reviewed the project's activities and given permission to conduct ongoing activities. All contract negotiations specify that unless specific permission is granted, no videotapes will be

Table G.1. Broadcast sites demographic information

District	Enrollment K-12	Low Income	Percentage Low Income	Ethnic Minority	Percentage Ethnic Minority
Ames	4,504	818*	18.16	479	10.63
Fellows Elem.					
Mrs. A	1st grade				
Mrs. B	2nd grade				
Mrs. C	5th grade				
Mrs. D	5th grade				
Nevada	1,367	257*	18.80	28	2.05
Mr. E	6th grade				
Mr. F	6th grade				
United Community	294	73*	24.83	2	0.68
Mr. G	6th grade				
Mr. H	Resource room				
Des Moines	14,203 (K-5)	5,397*	38.00	2,443	17.20
Rice Elem.	408 (K-2)	138**	34.00	73	18.00
Mrs. I	2nd grade				
Mrs. J	MDE				
Douglas Elem.	613 (K-5)	147**	24.00	24	3.90
Mr. K	3rd grade				
Mr. L	3rd grade				
Roland Story Middle School	934	142***	15.20	21	2.25
Mr. M	8th grade				

*These are 1983-84 revenue figures determined by Department of Public Instruction personnel in the Chapter 1 division. This department identifies those eligible for reduced lunch consideration.

**These are the 1984-85 school lunch low income figures as identified by each district and not by the DPI.

***These are the 1986-87 school lunch low income figures as identified by each district and not by the DPI.

made. These guarantees have assured all participants of the program's integrity and have served to eliminate a number of potential concerns.

Initially, the project focused on one teacher in one classroom. Broadcasts occurred every other day for several weeks throughout the semester. Evaluations by ISU faculty, students and public school participants noted that this procedure was not efficacious. More variety in teachers, content, students, and settings were necessary. Furthermore, teachers and students found they were more comfortable with a continuous five-day sequence which provided more meaningful experiences for the University participants.

Parental responses have been positive. Many parents have traveled to the campus to observe their child's class activities. The interaction between parents and ISU students has contributed to preservice teachers' professional growth. Many parents have also interacted with ISU faculty seeking information regarding educational issues. This parent involvement has been an unplanned for, but very positive, component in the project.

Parents sign permission slips in all but the one school granting their permission for their child to participate in the broadcasts. Only one parent in over 600 cases chose not to have the child, a learning disabled resource student, to participate.

Special acknowledgment of teacher and student participation has been valuable for the maintenance of positive relationships. The College of Education awarded participating teachers certificates and all children received an ISU pencil in special classroom ceremonies.

However, additional collaborative activities are requested by the cooperating schools. Teachers request copies of observation module readings so that they may remain current in the professional education literature. They choose to videotape portions of the broadcasts for the purpose of self evaluation. The professionalism represented by these teachers is commendable.

Teachers receive professional recognition by Iowa State University through faculty membership in the Department of Elementary Education at the Collaborator rank. They are awarded an honorarium and are eligible for library and film privileges.

4. Collaborative Arrangements

The program demands a constant dialogue between university and cooperating schools. Each benefits from the association with the other. Participating schools have articulated the following benefits:

a. active participation in teacher preparation,
b. a community recognition of excellence,
c. an opportunity to interact as colleagues with the university, and
d. fewer requests for early observation activities by university faculty.

The University has benefited in many ways. The following are examples:

a. a variety of schools, teachers and students can easily be observed,
b. a systematic observation course can be offered,
c. local, regional, national, and international recognition has enhanced the university's prestige, and
d. an improved teacher is the ultimate goal.

A number of meetings are necessary because of the collaborative nature of the project. Modifications can occur at any time to meet the needs of any involved participant. This close working relationship appears to be vital to the success of the program.

5. Success in Teaching Observational Techniques

A series of ongoing evaluations of the observation module continues to provide data suggesting refinement of this program component. Redundant observation items are identified, confusing phrases or inappropriate readings are modified to improve the module. Numerous professionals in teacher education have provided evaluation comments.

Data are collected daily from all TOT observers noting which courses students represent, duration of their observations and identifying visitors. These data are reviewed and analyzed periodically to provide insights for program improvement. The numbers of observers have risen steadily since the beginning of the project. Whether the learned observation skills generalize to other settings has not yet been evaluated.

6. Recognizing Instructional Alternatives

Students observing TOT ask, with increasing frequency, questions regarding the "whys" of the teaching situation. The facilitator provides stimulus questions to the students to direct their thinking towards university course objectives. Group discussions occur spontaneously without disrupting the Teacher on Television classroom.

Prior to their broadcast sequences, participating teachers on television inquire to determine specific needs of the university program. While not directly changing their program for TOT, many incorporate certain techniques or materials for the benefit of university students.

ISU faculty have developed a variety of observational requirements for their individual courses. Faculty are requested to submit these requirements to the Department Executive Officer (DEO) to insure the integrity of the program.

7. Cost Effectiveness

This prototype project has been financed by the College of Education, Iowa State University, and the Fund for the Improvement of Post Secondary Education.

8. Number of Students

The Teacher on Television program at Iowa State University has served in excess of 800 undergraduate students during the eight semesters of broadcast.

9. Number of Faculty

The Teacher on Television program has had input from, collaboration with, and/or involvement of coursework by all members of the Department of Elementary Education. In addition, Child Development (College of Home Economics) faculty have utilized the observation experiences.

Total Impact of the Program

Summative evaluation has been accomplished in several ways. A preliminary study was conducted for two semesters. College follow-up surveys obtained additional evaluation data.

Preliminary Study

Survey questionnaires were administered Fall, 1985 and Spring, 1986 to students enrolled in courses in Elementary Education at Iowa State University. A pre-post test design was employed to obtain respondents' rating of 23 attitudinal items. Students in the Spring, 1986, sample were provided a treatment consisting of observational instruction.

Results of a correlated sample T-Test showed a significant difference in the treatment group for four items related to anecdotal recording, time sampling, effective teaching knowledge, and classification of teaching behaviors. Further analysis of students' attitudinal and knowledge changes continues.

The 1986 College of Education follow-up of first-year teachers revealed numerous nominations of Teacher on Television as one of the "three best aspects of teacher education at Iowa State University."

H. POTENTIAL FOR ADOPTION OR ADAPTATION BY OTHER INSTITUTIONS

Dissemination activities in the past two years have created interest nationwide. Representatives from three large teacher preparation institutions have made site visits to examine the project. In all cases, the visits further heightened their interest in the model. Other visitors to the University teacher preparation program frequently request additional information. There is well-documented interest in the model. Representatives from eleven international universities have visited the program to explore the potential for replication at their universities.

There are at least two alternatives available to interested institutions. The first would be to replicate the TOT project at their institution. While desirable in many ways, this alternative is not easily implemented. Technical broadcast expertise is vital and very expensive. Equipment is likewise very expensive. The technology is changing rapidly and potential for expanded activities are increasing. Therefore, this project recommends an adaptation of the model through subscription. Using the satellite transmission capabilities of this project, classroom broadcasts selected by subscribers could become available to institutions nationwide. A complete menu of classrooms, by class, demographics, teacher style, etc., could be developed using the current program. The TOT program could foster a national outlook for the preparation of teachers.

I. IMPLICATIONS AND CONCLUSIONS

The results of four years activities with TOT have been recorded. Evaluation, both formative and summative, reflect the major impact the project has had on the preparation of elementary teachers at Iowa State University. The professional skills of thirteen teachers who have served as Teachers on Television have been honed as they actively participate as collaborators in the College of Education. The status or image of public education in the participating school districts has been enhanced. Visiting parents have made important contributions to the education of preservice teachers and have the opportunity to view a classroom in operation without disturbing the ongoing activities. Communication between and among a major university with its administration, faculty and students and the five public school districts with their administration, faculty, students, and parents has created a dialogue with a lasting import. New alliances, new responsibilities and new commitments are all enhancing the quality of education—for future teachers and elementary students.

The project has become identified with the College of Education at Iowa State University. Graduates of the ISU teacher preparation program are identifying it as a major contribution to their preparation. A project that four years ago was but a dream is now a requirement for all Elementary Education majors with a variety of observations available on a daily basis.

APPENDIX T. LETTERS OF SUPPORT FROM PROJECT PARTICIPANTS
LETTERS OF SUPPORT FROM INSTITUTIONAL ADMINISTRATORS

Letters of Support from Project Participants

DES MOINES PUBLIC SCHOOLS
DEPARTMENT OF ELEMENTARY EDUCATION
1800 GRAND AVENUE
DES MOINES, IOWA 50307-3382

DON BRUBAKER, EXECUTIVE DIRECTOR

February 29, 1988

TO WHOM IT MAY CONCERN:

The Des Moines Public Schools has participated in the Teacher on Television Program at Iowa State University since 1985-86. Our district's involvement has provided many benefits to our school system and, I believe, Iowa State as indicated below:

1. Public school teachers and administrators are collaborating with professors, administrators and students on relevant issues involving instruction and curriculum.
2. Our teachers have grown professionally, feel respected and believe they are making a contribution beyond their classroom.
3. University students are given a very realistic and beneficial view of public education.
4. The opportunity to daily observe in a classroom is not only cost effective but is a tremendous saving in time and effort to students.

The Teacher on Television Program should be continued as we have only begun to see the advantages to both institutions. Further development of the program could have direct benefits to public schools through in-service activities and growth experiences for the marginal classroom teachers who are not directly participating in the Teacher on Television Program. It would be truly unfortunate if the project were discontinued and did not develop its full potential to improve instruction in university and public school classrooms in Iowa.

Sincerely,

Don Brubaker

Don Brubaker
Executive Director, Elementary Education

"An Equal Opportunity Employer"

ROBERT J. McINTIRE
Elementary Principal (K-4)
Phone 382-2383

JAMES S. WALKER
Middle School Principal (5-8)
Phone 382-2225 (5-6)
Phone 382-2751 (7-8)

KENNETH L. SHAW
Superintendent
Phone 382-2783

DALE D. BALL
Senior High Principal (9-12)
Phone 382-3521

JANE E. NEFF
Curriculum Coordinator
Phone 382-2751

NEVADA COMMUNITY SCHOOLS
Preparing Youth Today To Serve Tomorrow
NEVADA, IOWA 50201

February 29, 1988

Dr. Mary P. Hoy and Dr. Donna J. Merkley
TOT Project Directors
College of Education
Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy and Dr. Merkley:

On behalf of the Nevada Community Schools, I would like to thank Dr. Hoy and Dr. Merkley for involving the Nevada Middle School in the Teacher on Television Project.

In this rapidly changing world the preparation of future teachers becomes more critical, as it is a time of new ideas, challenges and opportunities. Iowa State University has risen to that challenge through its Teacher on Television Project. This project has provided prospective teachers a deeper insight into the education process through their live broadcasts. The ability to observe many classrooms and to see different teaching styles and modes of learning is what makes the project unique.

This project has also been very beneficial for the classroom teachers involved as they have developed a deeper appreciation of the department of education. This appreciation comes from having an influence on future educators and helping with the shaping and training of these students in a more direct way. This project has provided more contact with professors at ISU and a chance to share what is happening in the trenches.

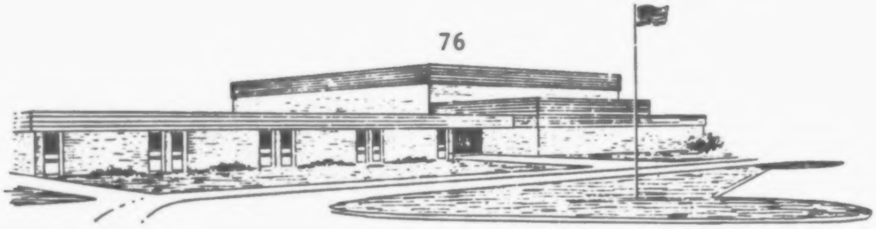
Thank you for allowing us to be involved in this project.

Sincerely,

James S Walker

James S. Walker
Middle School Principal

JSW/pt



UNITED COMMUNITY SCHOOL DISTRICT
R.R. 1, BOONE, IOWA 50036
515-432-5319

Ken Frazier
Superintendent

Ken Walter
Associate Principal

March 1, 1988

Mary P. Hoy, Ph.D.
Project Co-Director
Donna Merkley, Ph.D.
Project Co-Director
Elementary Education Office
Quadrangle North
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy and Dr. Merkley:

I am writing this letter to re-affirm our commitment and support of the Teacher On Television program operated by Iowa State University.

I have had a lot of feed back from other administrators indicating the value of such a program to the teaching profession.

I am very happy to be working with you on this project and I hope that you will continue to utilize our site as a center of instruction.

Sincerely,

Ken Frazier

KF/bc

ames community schools

February 29, 1988

Dr. Mary Hoy
Dr. Donna Merkley
College of Education
Iowa State University
Ames, IA 50011

Dear Drs. Hoy and Merkley:

The Ames Community Schools continue to not only support the Teacher on Television (TOT) program with Iowa State University, but to appreciate the many educational advantages it offers our staff and community. Our proximity to the College of Education provides many opportunities for us to have an impact on the education of prospective teachers. At the same time, our small size as a school district limits those opportunities. Television in our classrooms linked up with remote receivers in the College of Education provides the near perfect accommodation of our interests.

We do have strong professional interest in the continuing improvement of prospective teachers. Those who are inducted into the profession need to be well educated, and a good school system like Ames has an obligation to provide those experiences deemed practical and appropriate to our own mission.

We continue to be well pleased with the administration of the TOT project. We truly have a cooperative effort based on mutual respect and look forward to the maintenance of that relationship.

Sincerely,

Luther Kiser

Luther L. Kiser, Ed.D.
Superintendent (Interim)

sd

120 south kellogg • ames, iowa 50010 • phone 515/232-3400

Northwood Elementary School

February 26, 1988

Dr. Donna Merkley
Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011

Dear Dr. Merkley:

Whenever one becomes involved in a new program innovation such as "Teacher on Television (TOT), many of the benefits are not immediately visible. Although I viewed the benefits to be invaluable to Iowa State University's College of Education in the preparation of teachers, I saw little or no benefit to the classroom teacher being spotlighted on camera. However, to my surprise, I have become increasingly impressed with how the attitude of those teachers who are on camera have been positively affected. There is an air of professionalism and confidence about those individuals involved that I did not expect. It is evident in the manner of dress, general appearance, rapport with staff and general deportment.

"TOT" teachers develop a strong sense of value as they make their contribution to the training of prospective teachers, while also reflecting a positive image for the Ames Schools. The contacts with ISU's professional staff in Elementary Education have prompted dialogue leading to research in the classroom, enrichment of the teachers' professional lives and the creation of a network of common interests in working together for the improvement of instruction and the development of better prepared teacher graduates.

This has been an excellent opportunity for participating teachers to be treated as professionals and receive the recognition too often overlooked for our master teachers. Our educational institution and society provide limited recognition opportunities for practicing teachers in elementary education. "TOT" has been instrumental in developing such esteem in six of our teachers at the Fellows and Northwood Elementary Schools. As a result of this involvement, good teachers are becoming exceptional teachers, by rising to the challenge to be the best possible role models. I am certainly appreciative of your role in this complex process of growth.

Sincerely,

G Connor

Glenn Connor
Principal

GC:ajc

601 28th - Ames, Iowa 50010 - Phone 515/232-1490

Patricia L. Sievers
Rice Elementary School
3001 Beaver Ave.
Des Moines, Iowa 50310

I have had the privilege of working with the Iowa State University Teacher on Television program for the past three years as as exemplary teacher. During this time I have seen many changes and growth in the program. We were all aware of the value of such an idea, but the impact on the teaching of observation skills and preparing future teachers has been overwhelming!

Not only have the students at the college level gained from this program, the teachers, administrators, and children in the T.V. classrooms participating have benefited in a very positive way from being a part of a teamwork-driven project such as Teacher on Television.

It takes many kinds of people to make our program work. The idea is based on the collaborating between the university and the public schools to enhance teacher training. This is an idea that is long overdue in education. Thinking back on our teacher training, the exemplary teachers all agree that if only we could have had the chance to observe so many different classrooms, and so many different teaching styles before getting out in the field, we would have been much better prepared to meet the challenges that meet every new teacher the first year. These challenges are not usually taught in the textbooks, but can be seen live in the classrooms observed throughout the school year.

I feel that I have become a better, more aware teacher because of being in the Teacher on Television program. I reflect more on what I am doing, and why, because I am a role model to inspiring new teachers. I have had the opportunity to go to campus and meet with classes that have observed me to discuss my management techniques, motivation strategies, and exceptionalities with the students. The interaction is wonderful!

The parents and the children of my classroom have been more than willing to cooperate in the program. They are a part of the team that makes the whole concept so successful. The children develop a responsibility to make it "right" in the classroom because they know they are "teaching" people how a classroom works! They think it's a wonderful job!

I have had a chance to travel to different parts of the United States to share with other educators the excitement we feel about the Teacher on Television program at Iowa State. The enthusiasm is contagious! We have developed much interest throughout teaching institutions all over the U.S.

I feel this Teacher on Television program is one of the most valuable tools yet produced in teacher education, and sincerely hope that it may continue to provide excellence in education for all of us involved. This is one of the things that is "right" with education!

Patricia L. Sievers
Patricia L. Sievers

To: Reviewers of the Teacher on Television Program

TOT is an outstanding program that I promote and support as an excellent experience for everyone connected with it. Funding is very necessary for this effort as we've just begun national broadcasting. Iowa State is at the forefront in teacher education with this innovative program. Continuation and expansion will benefit staff and students at Iowa State as well as those connected with teacher education throughout the United States.

Following is a summery of the benefits of the Teacher on Television program that I find as I participate each year.

TOT benefits teacher preparation students by providing unlimited observations of live classrooms that are filled with a myriad of students and enthusiastic teachers. An ever-changing window to educational opportunities is presented by many types of teachers throughout various schools in central Iowa. Without interrupting classrooms future teachers can glean the best each TOT offers, discard the chaf and store the effective behaviors viewed in their own warehouse for future use.

It is important for future teachers to see the maturation of children, follow the progression of the curriculum and get a longitudinal view of a school year.

As pre-service students have taken the Observation Course they have learned how to view each classroom and how to recognize effective teaching techniques in various situations. This observation experience changes their ideas and attitudes about the teacher-student relationship which is sometimes an inaccurate interpretation based only on their own years as a student.

I am pleased to be a part of this excellent program since it has challenged me to analyze, improve, and vary my teaching strategies. It has also prompted me to clarify my goals and experiment with new approaches in providing the best educational opportunities for my students challenging them to become all they can be. It is important that I communicate my philosophy of teaching to the Pre-service students as they observe. That philosophy is that children will become whatever you believe and tell them they are; and my role is to help them realize they are all gifted, have various talents and unlimited potential.

My students have benefited from those goals clarifications in that my emphasis is always on communications skills, thinking skills and problem solving while developing a positive self-image and confidence.

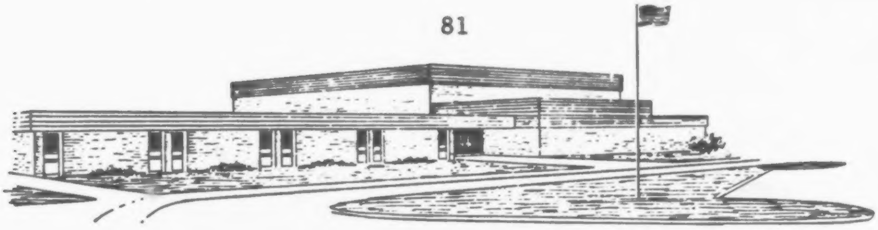
The rewards of TOT participation have been greatest in the realization that University personnel feel that TOT's are providing a valuable service by being the practitioners in the field willing to risk public exposure.

This respect and appreciation makes any extra time and work required for preparation for broadcasting worthwhile. Association with other TOT's in other school systems has also been stimulating. As a group we have a special feeling about our contribution to tomorrow's teachers and enjoy the honor of being chosen as role models for hundreds of future teachers.

The students and parents at Fellows experience many opportunities from the TOT program. Parents may view their own child live at ISU or via a video tape made during the broadcast at the teacher's request. The students can also view themselves. After observation students sometimes modify their behavior and this is usually evident during the second semester broadcast. My students also have benefited because they tend to spend more time on task after they understand what the Pre-service teachers have as objectives. It's also possible that students achieve more due to the Hawthorne effect; that special feeling they have about being chosen to help ISU students(according to their teacher). The school in turn receives benefits in its association with the College of Education, utilizing personnel and resources that are made available. There is also the monetary payment that Fellows receives that is used for professional development activities for the staff.

Lastly, and very important to me, is that ISU has provided a video taping service of segments of the telecast week to the TOT's. This permits the review of behaviors, procedures delivery and mannerisms, giving the teacher an accessment of her effectiveness. This is a definite advantage since research has indicated that teachers improve when observed, video taped or critiqued, whether by themselves, peers, administrators or Pre-service teachers. TOT has provided another opportunity for me to become a better teacher.

Shelva (Shelly) Boyd
TOT Fellows School
Feb. 26. 1988



UNITED COMMUNITY SCHOOL DISTRICT
R.R. 1, BOONE, IOWA 50036
515-432-5319

Ken Frazier
Superintendent

Ken Walter
Associate Principal

March 1, 1988

Dr. Donna Merkley
N 108 Lagomarcino
Iowa State University
Ames, Iowa 50010

Dear Dr. Merkley:

As a TOT teacher, I feel the TOT program has been very beneficial. Not only to my professional career, but also to United Community and the participating students. It has given the school and the community an opportunity to take part in betterment of higher education.

I feel the TOT program has been extremely helpful to ISU's pre-service teachers. I only wish I would have had the opportunity to observe a variety of classroom settings throughout my training to become a teacher.

It has brought only good things to the school and to myself. I hope we can continue to utilize the program.

Sincerely,

Amy Kruse

Amy Kruse
TOT Teacher
United Community Schools

February 29, 1988

Dear TOT Co-Directors,

After having participated in the TOT Project for the past two years, I can better appreciate its value as a media of observation.

TOT allows the observer to visit or examine any part of a school day without: 1) requesting a time from the teacher to have visitors, 2) wasting time commuting to the classroom, and 3) interrupting the flow of instruction or the attention spans of learners that sometimes accompanies the arrival of visitors to the classroom.

Probably of most benefit to the observer is the fact that what is seen is a typical school day, as opposed to something staged.

Sincerely yours,

Violet B. Fosselman

Violet B. Fosselman

teacher of lower
primary level
mental disabilities

DOUGLAS ELEMENTARY SCHOOL
3800 E. Douglas
265-0366

February 29, 1988

Dr. Mary P. Hoy
Dr. Donna J. Merkley
TOT Project Co-Directors
College of Education
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy and Dr. Merkley,

I am writing this letter in support of the TOT program at Iowa State University. It is an excellent opportunity for those students participating in the program at the university. They should become aware of many important skills and techniques in teaching. It allows students to become more knowledgeable about teaching as a profession, as they decide if they truly want to choose teaching as a career. Now that the TOT program is being broadcast to other colleges across the country, many other students can benefit from the program. I am proud to be a part of this program, and I only wish a similar opportunity had been available when I received my education. It's an outstanding program and an excellent teaching tool.

Respectfully,

John Randolph

John Randolph
Douglas Elementary School

DOUGLAS ELEMENTARY SCHOOL
3800 E. Douglas
265-0366

February 29, 1988

Dr. Mary P. Hoy
Dr. Donna J. Merkley
TOT Project Co-Directors
College of Education
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy and Dr. Merkley,

Douglas School has been involved in the Iowa State Teacher on Television Program for three years. John Randolph and Sharon Lee have opened their third grade classroom in Des Moines, Iowa to student teachers through televised instruction. This program is one of the best advancements in teacher training since the initiation of student teaching into teacher preparation.

John Randolph and Sharon Lee are outstanding teachers and models for the teaching profession. Their skills and classroom environment can be observed, practiced and utilized for successful teaching. In the past, one teacher at a time could benefit by student teaching with them. The Teacher on Television Program provides an unlimited number of students in teacher training with early views of the classroom. This program also relates course instruction with observation of concepts or skills in action. The convenience for college students must be remembered. This program is on campus.

Teacher on Television is a great program that is becoming greater with time. I am honored to be a part of this program.

Respectfully,

Helen Oliver

Helen Oliver

DOUGLAS ELEMENTARY SCHOOL
3800 E. Douglas
265-0366

February 29, 1988

Dr. Mary P. Hoy
Dr. Donna J. Merkley
TOT Project Co-Directors
College of Education
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy and Dr. Merkley,

I am proud to be associated with the TOT program at Iowa State University which is an innovative and well-coordinated approach to improving the education of prospective teachers.

As one of the television teachers in the program, I have been participating for 2½ years. During this time of participation there have been improvements and expansions in the program. All response has been extremely positive. A more complete manual has been developed for use by the students. Because of satellite broadcasting the viewing audience has been expanded.

No techniques, such as this, were available during my own preparation years so I cannot give enough plaudits to a program which assists students in learning to be acute observers of a classroom environment in order to develop skills of motivation, questioning, management, planning, diagnosing, evaluation, and communication. The students are guided in the viewing laboratory toward each of the above ends. They must, surely, feel more confident and possess more expertise as they enter the teaching field.

As program developers, you are continually revising and refining the expectations of the program. You are always professionally and capably aware of the continuing needs for developing further strengths within the program.

The TOT program is a unique and superb method for improving the quality of preparing new teachers. It is much needed and the further possibilities for its continued development and use are vast.

Respectfully,

Mrs. Sharon Lee

Mrs. Sharon Lee
Douglas Elementary School

Roland-Story Middle School
206 S. Main Street
Roland, Iowa 50236
(515) 388-4348

NORSEMEN

DEAN'S OFFICE
MAR 0 6 1988
COLLEGE OF EDUCATION

February 26, 1988

Mary Hoy and Donna Merkley
FIPSE Project Co-Directors
Elementary Education Office
SE Quadrangle
ISU
Ames, Iowa 50011

Dear Mary Hoy and Donna Merkley:

I am writing concerning the TOT program you have been working on the past few years and we have been a part of.

This program is certainly an exciting direction in helping future teachers to get a handle on teaching techniques and styles through viewing master teachers in their own classroom setting. We have been pleased with our involvement. The technological needs that go with something like this have been handled very efficiently. Communications between your staff and our staff member involved, have been at the level needed to make this a successful venture. Other communications between you and our school and the other schools involved have been good in keeping us informed of the various aspects of this program.

This certainly is a unique approach to meet the needs of our education majors as they work toward becoming a part of our profession. The more we can do to help these students focus on and experience what real teaching is, the better prepared they will be to go out and teach. I wholeheartedly support your efforts and hope they can continue.

Sincerely yours,

David L. Hemphill

David L. Hemphill
Principal

DLH/ld

Better Schools Make Better Communities

206 South Main Street
Roland, Iowa 50236
March 1, 1988

Mary Hoy and Donna Merkley
TOT Project Directors
Iowa State University
Ames, Iowa 50010

Dear Drs. Hoy and Merkley:

As a participating TOT teacher, I would like to express my appreciation and support for the Teacher on Television project. I think it is a valuable tool for the efficient training and preparation of future teachers. The TOT experience is time and cost efficient because students are spared the travel time and car expenses needed to get to the public school classrooms, some of which are 30 or 40 miles one way from Iowa State. Students are exposed to more types of classrooms and teaching styles via TOT than they would ever have time to experience if they had to travel to the classrooms. These classrooms include both city and rural classrooms.

As a result of TOT, students wishing to become teachers can observe real-world classrooms in real time. They can see the day-to-day events as they happen, both the successful and the unsuccessful. They can learn what it is like in trying to get a class started on time when a fellow teacher is frequently late in dismissing his class--the same students that make up your next class--as has happened to me several times. It has not mattered that I have complained to my administrator for years about this happening too much. Students wishing to become teachers need to learn that they may not always get the support and backing they need. They need to learn that other teachers will send students in to use the computers in their classrooms while they are trying to teach, and those same students may expect the teachers to stop their teaching to help them when they experience problems using the computers. They, the teachers, need to be prepared for the students getting mad at them for not stopping their own classes to help the students do some other teacher's assignment. Such is the real world.

The prospective teachers can see that teachers deal not only with events happening in the classroom, but with events happening in students' lives that teachers have no control over; i.e., a suicide attempt that I had to deal with during our first period homeroom time on the first day of my broadcast this spring. I, of course, had to teach all of my classes after that happened. The prospective teachers need to understand the emotional demands that may be placed upon their times and energies; i.e., students cheating on exams, breaking rules, backtalking, being mean and cruel to each other, etc.

All of the above happened in the 5 day time period I was broadcasted this spring. Needless to say, my teaching was not the best, but prospective teachers need to see the real world. They need to see that different classes of the same grade levels react differently to the lessons and that different classes have different personalities. They need to see how undercurrents of events outside and inside the classroom affect the learning taking place. They also need to learn that different classes over the years react differently to the prepared lessons.

Another outstanding strength of the TOT program is the chance to answer the prospective teachers' questions about what happened in the class and why I, as the teacher, did what I did. It is doubtful that the observing students pick up on all the reasons why students behaved or reacted as they did in the classroom. This gives the TOT teacher a chance to explain, to answer questions about why a given student reacted as he or she did. This aspect of the TOT project is so very important. It helps to remove misinterpretations the student teachers might have in watching a TOT classroom. Knowing the background of the students in the classroom is important for the observers. It can help to explain why the teacher chose to ignore a given student's behavior or why the teacher approached a lesson in a given way. In addition, the prospective teachers need to know that even experienced teachers struggle with challenging situations. Sometimes we, as teacher, no matter how well we have been trained, have no idea what is going on in a child's life outside of school. We have to be careful about drawing conclusions about the success or failure we achieve with a particular lesson or student because sometimes it is beyond our control as teachers.

As a professional, I am pleased that the TOT program offers me the chance to help in the training of our future teachers. As a teacher in the field, I am somewhat envious of the teachers who have the chance to have the TOT experience as part of their college training.

Sincerely,

Jerry Pierce

Jerry Pierce
7th and 8th grade Language Arts
Roland-Story Middle School

Letters of Support from Institutional Adminstrators

Iowa State University *of Science and Technology* *Ames, Iowa 50011*

Office of the Dean
College of Education
Lagomarcino Hall

March 1, 1988

To Whom It May Concern;

The College of Education is in full support of the enclosed FIPSE Proposal. During the past three years, the College has supported faculty and staff contributions, and has provided equipment and technical resources to this project. We will continue to allocate our resources and faculty and staff to this project when appropriate and as the need arises.

We are pleased at the development of the project and look forward to the national dissemination presented in this proposal.

Very truly yours,

Virgil S. Lagomarcino

Virgil S. Lagomarcino
Dean
College of Education

VSL/lw
C006

WOI-TV 5tv ABC for Des Moines and Central Iowa
Ames, Iowa 50011 Phone 515-294-5555

February 29, 1988

Dr. Mary Hoy, and
Dr. Donna Merkley
Coordinators
Teachers on Television Project
N108 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

Dear Drs. Hoy and Merkley:

As President and General Manager of WOI-TV, the commercial television station affiliated with the ABC Television Network that operates on the Iowa State University campus, I am pleased to be able to write you and offer my continued support for the Teachers on Television Project.

Because of the unique instance where a commercial television station is operated from the campus of a major land-grant education institution, certain benefits have been exchanged. The one of consultation with the academic staff at the University concerning the use of the television medium as a method of teaching and communication has been great, but use of commercial television techniques and equipment in new and different ways to assist the education processes have also been developed. The Teachers on Television Project is a fine example of that.

WOI-TV stands ready to continue the relationship in the future that we have had with Teachers on Television and look forward to its continued existence.

Thanks,

Bob Helmers
President & General Manager
WOI-TV

BH:dk

SIM Projects
College of Education
Iowa State University
E005 Lagomarcino Hall
Ames, Iowa 50011
(515) 294-5521

School Improvement Model
Dick Manatt
Director
Shirley Stow
Co-Director
Katy Rice
Program Assistant

TO: Dr. Donna Merkley
Elementary Education
N105 Lagomarcino Hall

FROM: Dr. Richard P. Manatt Richard P. Manatt
Director, School Improvement Model Projects
E005 Lagomarcino Hall

RE: Videotape protocol materials for the training of inservice and preservice educators.

DATE: March 1, 1988

This is to confirm our recent telephone conversation. I strongly endorse your efforts to use online television for training of educators as a cost-effective way to replacing existing videotape materials.

I have prepared many such videotapes and have concluded: 1.) that the present cost ($9,000.00+ each 15 minute segment) is too high, 2.) that users continually want new tapes to keep visual interest high, 3.) that staging and inclass television crews alter reality too much.

Good luck in your Teachers On Television venture. I believe it is much needed for contemporary teacher training.

RPM:jw

The University of Iowa

Iowa City, Iowa 52242

College of Education
Division of Early Childhood
and Elementary Education
N259 Lindquist Center

(319) 353-5832

1847

DEAN'S OFFICE
59
MAR 01 1988
COLLEGE OF EDUCATION

February 29, 1988

Dr. Mary Hoy
Teachers on Television
N108 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

Dear Mary:

Thanks for taking the time to share your project with our faculty. We did not make any decisions regarding a subscription to the program; I wanted the faculty to discuss the possibilities among themselves. We will probably make a decision at our next faculty meeting in mid-March.

Please extend my appreciation to Donna as well. I think the program has some possibilities when we change our current pre-ed practicum (a 6 hr/week in-class experience) to more of a directed observation with a corresponding lecture and class discussion. This probably won't take place until Fall '89. If faculty are interested in Teachers on Television for use with methods then we would probably be looking at a Fall '88 start-up date.

I'll let you know if something materializes. I didn't think you meant to leave the enclosed Appendix. Thanks again.

Sincerely,

Dick

Richard D. Shepardson
Professor & Chair
Division of Early Childhood
and Elementary Education

PACE
UNIVERSITY
New York City • White Plains • Pleasantville/Briarcliff

Pace Plaza, New York, NY 10038
78 North Broadway, White Plains, NY 10603
Bedford Road, Pleasantville, NY 10570

DEAN'S OFFICE
NOV 24 1987
COLLEGE OF EDUCATION

November 20, 1987

Dr. Mary Hay, Project Director
Teachers On Television
N108 Lagomarcino Hall
Iowa State University
Ames, Iowa. 50011

Dear Mary:

It was so nice to see you and Donna at the FIPSE Project Directors' meeting. I enjoyed seeing the TOT tape and discussing the possibility of PACE UNIVERSITY subscribing to TOT.

As I explained when we spoke, our budget decisions are made in the spring. I have discussed TOT with several of the faculty in my department and they were all enthusiastic. I am meeting with my dean next week to tell him about TOT and my interest. While I'm optimistic about the possibility of subscribing for the Fall 1988 semester and extending the subscription if you begin to broadcast from secondary classroom soon, I'll not have a firm answer before April or May of 1988.

Meanwhile, I'll try to convince my "money folks" that TOT is a great investment. I am looking forward to seeing you at AACTE.

Sincerely,

Rita Silverman, Chair
Department of Teacher Education

RS/ac

College of Education
Indiana University of Pennsylvania
104 Stouffer Hall
Indiana, Pennsylvania 15705-1080

(412) 357-2480

IUP

January 19, 1988

Dr. Donna J. Merkley
TOT Project Co-Director
Iowa State University
College of Education
Lagomarcino Hall
Ames, Iowa 50011

Dear Dr. Merkley:

Thank you very much for assisting us in working on the technical details for participation in the Teacher on Television Program. We regret that we were not able to utilize the facilities we have on campus to receive Wester 5 and will not be able to participate in your program as it stands. If a different satellite is involved in the future, especially Westar 4, we will be automatically able to receive the communication and would join immediately.

Again, thank you for your cooperation and assistance in this matter.

Cordially,

John W. Butzow
Associate Dean
College of Education

JB:keg

cc: Ed A. Powers, Chief Engineer
WOI-TV, Iowa University

OLD DOMINION
UNIVERSITY

Darden College of Education
Department of Educational Curriculum and Instruction • (804) 440-3283 • Norfolk, VA 23508-8538

December 17, 1986

Mary P. Hoy, Ph.D.
Donna J. Merkley, Ph.D.
TOT Project Co-Directors
College of Education
Lagomarino Hall
Iowa State University
Ames, Iowa 50011

Dear Drs. Hoy & Merkley:

When I first received your brochure on the TOT program I became quite excited about the prospects but unfortunately received them too late from my dean to observe your November 14 viewing. It appears as if you have found a viable answer to a major pre-service dilemma faced by most of us -- how to maximize the educational and developmental utility of in school observations given logistics of travel and personnel. In addition, the literature tends to support the idea of observation and group analysis to facilitate the development of a teaching viewpoint or philosophy.

I was pleased to hear that you do plan to air additional segments and that you are also considering the spread of the program to other settings and regions to increase national utility. As a pre-service trainer I would be pleased to assist you in any way possible in the continued development of this program. I feel it is timely and can aid many institutions in improving the quality of teacher preparation.

Enclosed please find syllabus and other materials used in our entry level program. You can readily see what we are attempting to do with a shortage of personnel.

Please keep me informed.

Sincerely,

Carlton E. Brown

Carlton E. Brown, Ed.D.
Associate Professor & Coordinator
of Foundations Component

Old Dominion University is an affirmative action, equal opportunity institution

file

A TRADITION - A FUTURE
Western State College of Colorado Gunnison, Colorado 81230

February 3, 1987

Donna Merkley
Teacher on Television
College of Education
Lagomarcino Hall
Iowa State University
Ames IA 50011

Dear Dr. Merkely:

We would very much like to be represented at your mini-conference on the Teacher on Television project.

We are most interested in including Teacher on Television in our revised program and wish to be informed as the program develops.

Sincerely,

Dan Tredway

Dan Tredway
Professor of Education

DT/alh

School of Education
Teacher Education (303) 943-2030
Health, Physical Education and Recreation (303) 943-2010

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION — BOX 3374
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
AND INSTRUCTIONAL TECHNOLOGY
LARAMIE, WYOMING 82071

February 5, 1987

TOT
Iowa State University
ISU
Mail Center
Ames, Iowa 50011-9986

To whom it may concern:

The University of Wyoming at Laramie is the State's only four year institution and the only teacher training facility. We enroll about three hundred students a year in our teacher education program. The total College enrollment is about 1,200 students. We can not provide the amount of classroom observation needed to prepare students for practicum and student teaching. While we do support one of the remaining laboratory schools (grades K-8) in the country, we can not place all of our students in that setting for observation.

I am interested in your Teacher on Television program. We have access to an uplink (KU Band) and would be potentially interested in offering our laboratory school for some "uplinked" classroom experiences to be used by other institutions. I assume you are using C band. If so, we would have to make arrangements to have the signal converted. As a receiving site what hardware do you recommend? May the receiving sites tape the broadcasts for later replay? Please send me the specific costs involved in becoming a receiving site. If we were to provide some of the programming would we be able to defray some of the costs for receiving broadcasts?

Thank you for your time. I enthusiastically await your reply! Whoever you are, is Mike Simonson still there? If so, please say hello.

Sincerely,

Barbara Hakes

Barbara Hakes (Fowler)
Acting Head
Educational Foundations
and Instructional Technology

BH:dd

EMPORIA STATE UNIVERSITY
1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/343-1200
COLLEGE OF EDUCATION
DIVISION OF ADMINISTRATION, TEACHER EDUCATION
AND INDUSTRIAL TECHNOLOGY

February 23, 1987

article filed
under Obs. articles

Dean Lagomarcino
College of Education
Lagomarcino Hall
Iowa State University
Ames, IA 50011

Dear Dean Lagomarcino:

I certainly enjoyed meeting you and the group you brought from Iowa State University. The presentation and program concept are a compliment to yourself, Dr. Hoy, and the College of Education. As you know, I am very interested in pursuing future discussions with the representatives of your program. I have discussed this issue with our Dean, Jack Skillett, and he has given me the go ahead to investigate possible collaboration in the program.

As you know, the potential for this program is unlimited and we would like to be involved in future growth and evolution of this process. There are several questions we will have as the discussion progresses. Obviously, influencing our decision to get heavily involved would be the cost of such an endeavor. We will investigate the possibilities here and with Dr. Hoy within the next few weeks.

The unlimited potential of this activity and the uniqueness of the concept really has piqued my interest. I will be presumptuous enough to share with you a few of my thoughts, realizing that your group may already be considering these ideas:

1) Establish a network of universities (at first in the Midwest) to share in this activity.

2) Establish a group of representatives from 8-10 colleges and public schools to generate: Ideas, monies and coordinate the effort.

3) Explore the possibility of international programs and hook-ups. It would seem that the Japanese Consul and Educational Minister would be interested in this concept. Eventually classes could be observed from several parts of the world.

4) Utilize the concept to help college faculty share ideas in the teaching methods. Develop links between quality methods instructors around the country.

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AN EQUAL OPPORTUNITY EMPLOYER

These are just some thoughts about what might be. I certainly hope that if possible we can find a way to work together. Best of luck with this. Hope to hear from you soon.

Sincerely,

Dr. Michael Morehead, Director
Professional Education Services
College of Education

MM/gk

Note: The enclosed was on my desk when I returned from the ATE meeting. Rather ironic don't you think?

TARLETON STATE UNIVERSITY
School of Agriculture and Business
Box T-278, Tarleton Station
Stephenville, Texas 76402

Department of
HOME ECONOMICS

April 23, 1987

Dr. Mary P. Hoy
Assistant Dean
College of Education
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy:

In the current issue of The Iowa Stater, there is an article on "Teacher on TV". Could you please send us information about this program and its availability to us. We would be particularly interested in time, cost and facilities needed. From the news article, the progran sounds like an exceptional opportunity to observe teaching methods and techniques.

Thank you for any information you can send concerning your program and its availability.

Sincerely,

Mary Ann Block

Mary Ann Block, Ph.D.
Home Economics Teacher Educator

dh

A Part of The Texas A&M University System

The State University
in Northern Virginia

4400 University Drive
Fairfax, Virginia 22030

(703) 323-2000

George Mason University

June 15, 1987

Mary P. Hoy, Ph.D.
TOT Project Co-Director
Iowa State University
Ames, Iowa 50011

Dear Mary:

Thanks for sending me information about your plans for the Teacher on Television.

I wish we could take advantage of the program during the coming year, but our resources are limited at this point.

I've returned the tape to you under separate cover. Best wishes to you. I think this is a wonderful project.

Sincerely,

DR. ROBERT GILSTRAP
Associate Chairman
Department of Education

RG/rg

Department of Teacher Education (313) 487-3260
Eastern Michigan University
Ypsilanti, Michigan 48197

June 29, 1987

Dr. Mary Hoy
Teachers on Television
College of Education
N108 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy:

I wanted to express my appreciation for the materials you sent and the information on "Teachers on Television". I had them reviewed by a group of faculty and they were most impressed with the quality and appropriateness of the lessons. However, I do not see how, in these times of budget shortfalls, that I can raise the subscription costs. In the event that individual lessons are offered for sale, I would be most interested in purchasing a variety of lessons. I am enclosing the demonstration videotape.

Sincerely,

Marvin Pasch
Professor and Head
Department of Teacher Education

ST. CLOUD STATE UNIVERSITY

College of Education

Office of the Dean
St. Cloud, Minnesota 56301
612/255-3023

November 12, 1987

Dean Virgil Lagomaricino
Iowa State University of Science and Technology
College of Education
Lagomarcino Hall
Ames, Iowa 50011

Dear Dr. Lagomarcino:

Thank you for sharing the video tape on "Teachers on Television." I saw the tape at a recent conference and was quite impressed. We have shared the concept of your program with Dr. Vicky Dill, our Field Experience Coordinator, and we are giving serious consideration to the program. I have forwarded the tape to her so she can use it in her planning activities.

Thank you again.

Sincerely,

Owen Hagen, Interim Dean
College of Education

dk

cc: Ken Kelsey, Chairperson
Department of Teacher Development

Vicky Dill, Field Experience Coordinator

SCSU is an equal opportunity educator and employer.

APPENDIX U. LIST OF TOT SUBSCRIBERS AND LETTERS OF SUPPORT

List of Satellite Subscribers Spring 1988

Appalachian State University

Dr. William Blanton
College of Education
202D Edwin Duncan Hall
Appalachian State University
Boone, SC 28608
(704) 262-6055

University of Rhode Island

Dr. William F. Kelly
Coordinator, Elementary Education
704 Chafee
University of Rhode Island
Kingston, RI 02881
(401) 792-4150

Western Washington University

Dr. Bonnie Drewes
School of Education
218 Miller Hall
Western Washington University
Bellingham, WA 98225
(206) 676-3319

ASU

Faculty Development and
Instructional Services Center

Appalachian State University
Boone, North Carolina 28608

704/262-3040

March 1, 1988

Teacher on Television Program
Iowa State University
College of Education
Lagomarcino Hall
Ames, IA 50011

ATTENTION: Dr. Mary P. Hoy
Dr. Donna Menkley
Ms. Barb Marvick

Dear Colleagues:

We are in our fourth week of receiving the Teacher on Television program.

Congratulations on both the technical quality and the quality of the programs.

The lessons, to date, have been well-received by the teacher education majors and faculty here at Appalachian State University.

Of special benefit have been the well-prepared supplementary materials packets received each week.

We trust this project will be continued next year and can become permanent. It is a program that any College of Education in the United States can derive great benefits from.

We look forward to receiving the telecasts in the future via satellite.

Very truly yours,

John A. Pritchett, Jr.
Coordinator
Instructional Communications

A member institution of The University of North Carolina
An Equal Opportunity Employer

The University of Rhode Island, Kingston, RI 02881-0801
Department of Education
705 Chafee Building
(401) 792-2564

March 1, 1988

Dr. Mary Hoy
Teacher on Television Program
College of Education
N108 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

Dear Dr. Hoy:

I have received and reviewed the materials for the Teachers on Television Program. It is a very interesting and helpful concept that you have developed.

I have set up the tapes so that students can view individual lessons either before or after observations in our public schools. They can then compare what they see locally. We are in a rural area and some students are unable to visit schools so the tapes serve as a very good substitute.

The lesson plans of the teachers and background material have been a most useful addition to our curriculum library. The children's work is most interesting to the pre-student teaching class. Many college students see little of children's work prior to student teaching.

We are in the process of developing a more formal method of having our sophomores and juniors visit schools for observation and work as aids. Your book "Observation: Key to Experiential Learning" is extremely valuable. You have done a valuable service in compiling it.

I wish you success in the remainder of your program. If I can be of any assistance do not hesitate to contact me.

Sincerely,

William F. Kelly

William F. Kelly, Ed.D.
Professor
Coordinator of Elementary Education

WFK:dm

Listing of TOT Subscriptions
1988-1989

Appalachian State University

Dr. William Blanton
202D Edwin Duncan Hall
Appalachian State University
Boone, NC 28608
(704) 262-6055

Purdue University

Dr. Donald Ferris
Room 202F Education Building
Purdue University
West Lafayette, IN 47907
(317) 494-2363 (O)
(317) 463-5879 (H)

University of South Dakota

Dr. Donald Potter, Chair
Curriculum and Instruction
University of South Dakota
414 E. Clark
Vermillion, SD 57069
(605) 677-5207

Central Michigan University

Dr. Tom Kromer
Central Michigan University
317 Ronan Hall
Mt. Pleasant, MI 48859
(517) 774-3975

Northern Arizona University

Dr. Daniel Peterson
Coordinator, Skills Lab Project
Northern Arizona University
C.O. Box 5774
Flagstaff, AZ 86011
(602) 523-2611

University of Minnesota

Dr. Diane Monson
Dept. of Curriculum & Instruction
145 Peik Hall
University of Minnesota
159 Pillsbury Drive, SE
Minneapolis, MN 55455
(612) 625-3310

Ohio State University

Dr. Victor Rentel, Associate Dean
College of Education, 149 Arps Hall
Ohio State University
1945 N. High Street
Columbus, OH 43210
(614) 292-5790